

---

---

# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

Issued Monthly (except July and August) by The Gregg Publishing Company,  
16 West Forty-seventh Street, New York, N. Y.

BOSTON OFFICE.....Statler Building, Boston, Mass.  
CHICAGO OFFICE.....2500 Prairie Ave., Chicago, Ill.  
SAN FRANCISCO OFFICE.....Phelan Bldg., San Francisco, Calif.  
TORONTO OFFICE.....57 Bloor Street, West, Toronto, Ontario, Canada  
EUROPEAN OFFICE.....Kern House, 36-38 Kingsway, London, W. C. 2, Eng.  
AUSTRALIAN OFFICE.....Bridge Street, Albion, Brisbane; Philip C. Baines, Agent  
NEW ZEALAND OFFICE.....Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One dollar, the year    Ten cents, the copy.    Copyright, 1929, by the Gregg Publishing Company.

---

Vol. IX

MARCH, 1929

No. 7

---

## The Teaching of Typewriting

By Harold H. Smith

Educational Director, Gregg Publishing Company, New York, N. Y.

### Whither Bound?

Perhaps no subject displays such contrasts as typewriting. Certainly "there is confusion" abroad and we do not wonder that experienced and inexperienced teachers alike know not what to do. Mr. Smith has agreed to write a series of articles setting forth the basic principles that ought to be considered in teaching typewriting. He proposes to trace briefly the history of instruction in the subject, and then to lay down a constructive method which will be followed in discovering the subject matter and teaching procedure best suited to the learner's needs.

—Editor

IT is good sometimes to sit down and ponder our present condition and whither we are bound. In the teaching of typewriting we daily find ourselves confronted with a tangled web of ideas which are to be met on all sides and on many occasions. To the teacher, more or less isolated in the classroom, this mass of conflicting aims, opinions, methods, and devices backed oftentimes by insistent assurance of proof through "scientific research" is bewildering enough, but to the individual privileged to go about and thus get some sort of perspective on the situation as a whole this modern Tower of Babel is overwhelming.

We shall do well to look back over the road by which we have come and rediscover, if we

can, the sources of the most common ideas contributing to our present confusion. A complete historical narrative cannot be attempted, interesting though it would be; but we do wish to trace the principal events which have given rise to fundamental differences of opinion. If, in the process, a few of us learn that what we have thought to be "original" ideas are not new, or that our "modern"

methods are merely revived from the forgotten work of our sincere and really very competent pioneer predecessors, let us remember that, after all, it is a practice of science to build upon the solid foundation of the past.

The road over which we have travelled goes back into the eighteenth century when Henry Mill's patent for the first-known

typewriter was issued by Queen Anne of England, January 7, 1714. Christopher Latham Sholes, of Milwaukee, took out his first patent June 23, 1868. This was the first machine that ever developed into a permanent commercial article. Arrangements were made with the Remington Arms Company on March 1, 1873, to have Sholes' machine manufactured in quantity.

Early in the history of the machine's development two shorthand writers were associated with Sholes in testing its efficiency. Charles E. Weller was a telegraph operator and student of shorthand living in Milwaukee; later in St. Louis, where he became a well-known reporter. He tested "the first completed model" from January, 1868, and contributed many helpful suggestions.<sup>1</sup>

The other shorthand writer was James Ogilvie Clephane, an official shorthand reporter, later associated with Mergenthaler, inventor of the linotype. Clephane tested the models so severely that he often disheartened Sholes to the point of abandoning his project; such criticism, however, was the best thing that could have happened at the time.

But there had to be a market for the machines or they could not be built. Nothing whatever was thought about how they should be operated. Sales efforts were directed toward professional men who could hardly be expected to take any interest in a high degree of skill. One or two fingers on each hand sufficed for everybody.

### *The First Instruction*

The sales organizations kept hammering away trying to find new uses for their product. Commercial expansion came, and the typewriter crept into business offices. It is not known exactly when the first published instruction was offered in connection with the typewriter, but apparently it was contained in an undated circular<sup>2</sup> put out by the Remington Sewing Machine Company, 258 West Jefferson Street, Louisville, Kentucky. This was on a single sheet, and was reprinted several years ago by the Remington Typewriter Company as a "Fac-simile of the First Typewriter Catalogue."

On one side of this sheet was reproduced, full size, the keyboard of the machine then sold, and beneath it this instruction:

Practise upon the above by touching each letter (one at a time) in any desired word, and the "space-key" after the word. One or two hour's practice, daily, will soon enable you to write from fifty to one hundred words per minute, upon the machine.

The date of a letter of recommendation printed in this circular is March 27, 1875, and we may conclude that publication occurred soon thereafter.

It is interesting to note that at the very first the learning of typewriting was essentially by the "whole" method, so much discussed today as a *new* idea.

### *Schools Introduce the Typewriter*

As to what school can claim the honor of first having offered instruction in typewriting, there is considerable doubt. Weller refers in an uncertain way to a machine "manufactured under the name of Densmore and Porter" that "was being used in a commercial school in Chicago, of which Mr. Porter was the principal."<sup>3</sup> This may have been as late as 1870. He does not indicate whether the machine was used for instruction purposes or not.

In "The Story of the Typewriter" (p 81) it is stated that "the first school which taught typewriting of which there is positive record was opened by D. L. Scott-Browne at 737 Broadway, New York, in 1878." The same year the first really popular machine appeared—the Remington No. 2.

### *Textbooks, Expert Typists, Literature*

As schools began to come into existence to meet the growing demand for stenographers and typists, it became necessary to have textbooks. Typewriter companies also found it desirable to issue textbooks and literature on the subject in order to curry favor with operators and thus lead them to influence sales of machines. Skilled operators were engaged to make demonstrations now and then, and they began to develop more skill, analyze as best they could how it was acquired, and tell and write about it. Individual schools and typewriter companies sponsored most of these publications and efforts.

The list of publications following gives some idea of how knowledge on the subject was disseminated. Outstanding titles only are included:

- 1884—Haven, Curtis. "Haven's Complete Manual of Typewriting." (Philadelphia)—*A 3-finger method; no mention of "touch."*
- 1884—Underhill, Edward Fitch. "Handbook of Instruction for the 'Typewriter,' containing inductive exercises, arranged with a typical guide to the correct use of the fingers." (N. Y.)
- 1888—Beale, Charles Currier, "Typewriting in a Nutshell." (Boston)
- 1889—Torrey, Bates. "Practical Typewriting: by the all-finger method, which leads to operation by touch . . ." (N. Y.)

<sup>1</sup> The Herkimer County Historical Society, *THE STORY OF THE TYPEWRITER*. (Herkimer, N. Y., 1923)

<sup>2</sup> Remington Sewing Machine Company, *THE TYPEWRITER! A MACHINE TO SUPERSEDE THE PEN*. (Louisville, Ky.)

<sup>3</sup> Weller, Chas. E., *THE EARLY HISTORY OF THE TYPEWRITER*. (1918), p 47

- 1890—Barnes, Lovisa Ellen Bullard. "How to Become Expert in Typewriting. . ." (St. Louis)
- 1891—Longley, Elias. "Longley's Typewriter Instructor, in accordance with a scientific keyboard, in which the most rapid and least tiresome mode of writing each word correctly is clearly indicated. . ." (N. Y.)
- 1891—Longley, Elias. "The National Typewriter Instructor, by the 8-Finger Method." (N. Y.)
- 1891—McClain, John F. "Typewriter Speed and How to Acquire It." (N. Y.)—*Contributions by leading expert typists of the day.*
- 1891—McKillop, Dugald. "Shorthand and Typewriting. . ." (N. Y.)
- 1893—Ellis, Harry H. "How to Double Your Speed. Compendium of Valuable Suggestions for Typewriters." (Grand Rapids)
- 1893—Longley, Mrs. M. V. "Caligraph Lessons for the Use of Teachers and Learners. Designed to develop accurate and rapid operators." (Cincinnati)
- 1893—McGurrin, Charles H. "McGurrin's Method of Touch Typewriting. . . Treatise on the all-finger method of operating." (Kalamazoo)—*Reprinted as late as 1900 under same title in Grand Rapids.*
- 189(?)—"The Speed Secret. A cut to rapid work in shorthand and typewriting." (London)—*Another edition in 1894 (N. Y.) by "Official Reporter."*
- 1899—Griffin, B. J. "Typewriting by Touch. . . A Scientific Manner of Operating a Typewriter." (Springfield, Mass.)—*Featuring typewriting without looking at the keyboard.*
- 1899—Wardle, John. "The Universal Typewriter Manual." (London)

### McGurrin Invents the All-Finger Method

As related in "The History of Touch Typewriting,"<sup>4</sup> Frank E. McGurrin, locally known in Grand Rapids, Michigan, as a very rapid typist, using a two- or three-finger method, was told by his employer that he had seen the official court reporter dictating direct to a young lady typist who wrote with all her fingers and without looking at the keyboard. McGurrin says: "Boy-like, I made up my mind that whatever a girl could do I could do, so I set to work to learn to operate without looking at the keyboard. Before the end of the year 1878 I could write upwards of 90 words a minute in new matter without looking at the keyboard. I did not meet the girl in Mr. Welch's office for two years after and then learned to my surprise that she did not operate the machine without looking at the keyboard and had never attempted to do so."

He sagely remarks that "Everything is difficult when no one has ever done it, but everything becomes easy when someone has shown the way." Oh, that more teachers would bear that in mind when confronted with the apparent impossibility of teaching something to pupils!

McGurrin's contribution came in 1878. He and his brother, also an expert typist, demonstrated up and down the country and wrote and spoke much on the subject of typewriting.

Their work attracted widespread attention and encouraged teachers and typists the country over to develop greater skill.

### Touch Typewriting Begins to Agitate Schools

Mrs. M. V. Longley publicly advocated "all-finger" typing at the First Annual Congress of Shorthand Writers at Cincinnati in 1882, and started among teachers the first great controversy as to "teaching method." Seven years were to elapse, however, before any school proprietor could see his way clear to standardize on "touch" to the exclusion of every other method. This honor goes to Mr. B. J. Griffin, of Springfield, Massachusetts.

The most aggressive worker for "touch" was no doubt Mr. H. V. Rowell, Remington manager in Boston, who heard Mrs. Longley's presentation of the idea in 1882, and who thereafter became a real missionary for the cause. His close friend, W. E. Hickox, of Boston, introduced touch instruction in his private business school in 1882. But, on the whole, educators put Mr. Rowell down as a "crank" and chattered in unison, "It can't be done." It wasn't logical, they said, that the weaker third and fourth fingers could be used efficiently; and, anyway, pupils would not take the trouble to learn that way." How like the modern reasoning!

In the West, another typewriter man, O. P. Judd, Remington manager at Omaha, Nebraska, encouraged two rival school men, A. C. Van Sant and F. W. Mosher, to conduct friendly typewriting contests. Many of their pupils achieved great skill and wide reputations. Both produced typewriting texts, Mr. Van Sant's being especially well known and forming the basis for many of the methods now thought by some to be "new." These contests and publications fall in the late '90's and early years of the twentieth century.

The adoption of touch typewriting was slow. As late as 1901 the Remington Company reported after a survey of American schools that about 50 per cent were teaching it in some measure, but many teachers will bear witness that anything like whole-hearted standardization on touch did not develop until about 1910.

### Textbooks and Teaching Methods to 1902

As we have said, the first approach to a typing method was by a very general, "whole" method. No assignment of keys to fingers was made; pupils merely started in to write sentences. No technique existed. Everybody developed his own style.

Then came the need to systematize instruction for school purposes. John Harrison's

<sup>4</sup> Wyckoff, Seamans & Benedict, (1900), p. 4

"Manual of the Type-Writer" (London, 1888) is a fair example of how this was done. After six exercises on the alphabet (using three fingers on each hand), a few frequent words and sentences are introduced. Business letters are introduced in Exercise 11. Much space is devoted to spelling, punctuation, rhetoric, and business abbreviations and terms.

When any system was observed in setting up the exercises, it was usually by alphabetical arrangement of the words to be practised. Usually above or below each letter appeared a number signifying which finger was to depress the corresponding letter key. This was used at least as late as Mrs. Longley's "Remington Typewriter Lessons," copyrighted in 1903.

Torrey showed some ingenuity in his "Practical Typewriting" (the first "touch" book) by printing right-hand figures and letters in bold face, while left-hand characters were in ordinary type. He was the first apparently to use the following type of drill:

111	111	222	222
uuu	fff	kkk	ddd

The only idea in his mind appears to have been to teach the finger through repetition, for he gives no instructions as to how to practise this exercise. His sole description of technique can be summarized in an appeal he makes to cultivate "graceful" and "harmonious action."

Underhill, in "Handbook of Instruction for the 'Typewriter'" (1884), uses the three-finger method. He advises an elastic use of the third finger, also an interchange of work between the right and left hands in order to gain greater facility. So also does Haven's Manual, and that of Mrs. Longley (1903). The last named gives special rules governing such interchanges. In "Typewriter Speed and How to Acquire It," one of the experts advises reaching over with the right hand as far as "c" in such a word as *scarcely*, to equalize "the labor of both hands."

Other features that will surprise the uninitiated are Underhill's statement (page 2) "It is therefore desirable, in arranging exercises for the learner's early practice, that only words of the most frequent occurrence be employed, and that those having initial letters in common be grouped together."

Torrey early in his Manual (page 6) lists 20 "frequent letter sequences"—*th, in, an, of, re, er*, etc.; followed by 15 "less frequent sequences," and after these he gives 14 "syllabic combinations." On page 9 he gives 47 words comprising "more than half of any discourse not technical, and their value for practice material is so great that they may be termed the *scales of typewriting*."

Torrey suggests that the student "write each word many times, and when familiar with the procedure look away from the keyboard—which is Touch writing."

Most of the early texts embodied these features, gradually swinging over to the all-finger method and touch some time after practical proof had been furnished by expert typists of the day. Ten years after he invented all-finger, touch typing, McGurrian met and defeated the greatest exponent of sight typing, Louis Traub, in the first important speed contest at Cincinnati, on July 25, 1888. The first text on touch appeared a year later; and the first school standardized on touch the same year. But twenty years later there were still a few schools in the United States and many more in other countries that regarded touch typing as purely an academic matter and unproved.

Individual practice prevailed from the first. It could not qualify as "instruction," because it was only teacher-supervision when a teacher was about at all. Van Sant's "Touch Typewriting" (1898-1902), on page 1, says, "the teacher should call the letters and spacing, the class writing together, and at the end of the line returning the carriage at a given signal." Group instruction was tried out by progressive teachers between 1905 and 1910; but general acceptance and use of the idea dates from 1916 or 1917 when huge war classes forced the adoption of more efficient methods.

Texts gradually padded the drills in the keyboard division and added greatly to the practical applications—letters, bills, legal papers, specifications, plays, etc. This was done while the teaching was mostly in the hands of expert reporters and general stenographers.

As the school business grew and became a separate organization, the reporters chose their better students to "break them in" as teachers. They lacked the skill and practical experience of the reporters, and they naturally emphasized "theory" as apart from "practice." Out of this grew the prevalent attitude of the commercial teacher for "scientific approach," psychological analysis of skill, pedagogical arrangement of material, and the invention of many teaching devices. The work was split up into logical divisions—or divisions that seemed logical.

From this arose the idea of "learning the keyboard," "forming correct habits," and that long list of ultra-modern terms that the progressive teacher today is supposed to roll about freely on the end of her tongue.

Not until 1914 was there discernible a marked tendency for typing teachers to stress the advanced, practical applications of skill. This was after a large number of teachers were available who had had office experience.



Between 1895 and 1900 the general trend was toward developing a systematic approach to the subject. This easily took the form of what we now know as the "keyboard approach," and since the keyboard was divided into rows, one of which was the guiding row, it naturally took the form of the "row method" of approach.

Until 1916 all texts regarded the guide keys as "a" and ";"—called "anchor" keys. This long duration of the idea was entirely due to the emphasis placed upon the subject as a matter of *teaching* and not as a matter of *learning*. Furthermore, authors who had committed themselves to a given method held tenaciously to their published views and changed over only after some other way had secured a good hold. This may be traced in the Barnes and Van Sant texts, among others.

### *Textbooks Since 1902*

But the time was to come when some teacher would awake to the fact that the essential problem was not so much one of teaching alone as it was of *learning*. How could the student *learn best*? Just as the earlier analysis had shown that the student could not easily learn the whole keyboard at once, it became evident that he could not learn to use all his fingers at once—not with that essential enthusiasm and attention to a technique which was gradually evolving.

Attempts to locate the keys and choose which fingers to use was a sufficient problem and shut out absolutely the possibility that the average student would pay any attention to "how to use his fingers" on the hard-sought keys.

Mrs. Ida McLenan Cutler contributed the "New Idea in Teaching Touch Typewriting" which Mr. John Robert Gregg recognized as revolutionary—the first-finger-first idea. To Mr. Rupert P. SoRelle fell the task of incorporating this into textbook form, and since that day his "Rational Typewriting" texts have received major acclaim.

Teachers soon learned that pupils acquired control of these fingers more easily and were free from the universal discouragement attendant upon the multi-finger approach. As studies were made to check precisely what the student learned and the order of his learning, the correctness of the first-finger-first approach was justified even beyond the foresight of Mrs. Cutler.

The reader will note how the emphasis swung over from the "keyboard" to the "difficulty of teaching." The next step was to be an emphasis upon the "difficulty and order of learning." It was obvious that a fourth of the keyboard was easier to *teach* than all of

it. It was also obvious that it was harder to train all the fingers than to train them one at a time. But emphasis was always upon the teacher's part more than upon the learner's—and prior to 1903 when Book's revolutionary study of "The Psychology of Skill" in type-writing appeared no one knew much about the learning process. Teachers did not realize that each student had to train each finger to make certain specific movements, with specific force, in a certain timing relationship, and to control their accuracy of reach at various rates with extreme nicety. Teachers thought in terms of the brick and mortar—the materials *used*—not the complex nervous pathways, discharges of energy, and control that erected the house of habit, or skill.

### *The Part Played by Experts*

If no one had ever written faster than McGurrian, doubtless we should have been arguing, as I have heard many experts and teachers arguing prior to 1910, that 100 words a minute would be the absolute limit of typing skill. But H. Otis Blaisdell wrote at over that rate (109) in the New York International Contest in 1910 (the first contest record at over 100 words the minute), and soon a number of experts followed him over the century line. He and those experts who have followed him have been living examples of the possibilities of skill for thousands of teachers and typists since. The question has become not just one of learning to type, but how to learn to do the *best* typing.

We have ransacked psychologies and pedagogies for help, and some of our teaching methods and devices are rather amazing. Textbooks have appeared from many quarters. Some repeat the errors and forgotten practices of a past with which their authors are clearly unfamiliar. Some merely ring a few changes on the "row" or "first-finger" approaches. Others claim distinction because they introduce this or that type of "concentration," "repetition with interest," "kinesthesia," "rhythm," or some desirable "practical application of skill" early in the course. Some feature "centering," "accuracy," "specific instructions to the student," "the development of power," "immediate use of sentence practice," and what not. It is getting to be a serious problem to know what one really does think when it comes to making a choice between such outstanding (?) ideas.

Not every step is forward—nor every new textbook *new*. Each author thinks his work is forward; but a careful comparison with texts brought out between 1884 and 1901 will convince any unprejudiced person that they have much in common.

Even those who claim authority through the sacred term "research" may err. Witness Lahy's questioning and severe criticism of the "ten-finger method" of operation as late as 1924.<sup>5</sup> Lahy's experts, although some of them may have been champions in Europe, wrote apparently very short passages for short periods, among them a simple sentence of 41 spaces, which we assume to have been memorized, at an average of 11.7 hundredths of a second per stroke—or, 8.5 strokes per second. This may be contrasted with the writer's performance on practically unfamiliar straight copy (Kimball material) typed in 1919 at the rate of 130 (actual) words per minute for one minute ten seconds, which yields the following significant data:

Mean	9 hundredths of a second per stroke
Median	9 hundredths of a second per stroke
Mode	8 hundredths of a second per stroke

Thus the mean and median rates are 11.1 strokes per second, while the mode, or greatest grouping is at 12.5 strokes per second.

This digression is made because we have

recently noted a tendency to quote Lahy and others solely because they have indulged in research, without any attempt being made to evaluate the circumstances and participants in these researches. Unwarranted credence should never be placed in anything—research included.

The reader of M. Lahy's monograph probably pictures European champions as more or less counterparts of our American champions. In this he is quite mistaken. The conditions and rules of these contests are unlike our own. Only Europeans are eligible, so there can be no direct comparison between the work of the finest experts on this side and that of the best Europe has to offer. We believe that several American typists can show a stroking capacity one or two hundredths of a second faster than those given for our own work.

It is unfortunately true that the teachers and writers have been too busy to acquire a high degree of skill, while the experts have been too busy to analyze their performance and make accurate or original contributions to the teaching of the art.

<sup>5</sup> Lahy, J. M.: MOTION STUDY IN TYPEWRITING (International Labour Office, Geneva, 1924), pp 39, 40, 59-62

(To be continued next month)



## 90 Per Cent Clubs—Season 1928-29

Winners of the Gregg Emblem Fountain Pen

### Arizona

R. Miller, High School, Nogales

### California

Rose Herbert, Union High School,  
Anderson  
Mary McKenna, Union High School,  
Hanford  
Lilly M. E. Nordgren, Union Town-  
ship High School, Marysville  
B. V. Sauve, Union High School,  
Napa

### Colorado

Minnie B. James, Colorado State  
Teachers' College, Greeley  
W. C. Pittenger, High School, Long-  
mont

### Connecticut

Mrs. Marie M. Stewart, High School,  
Stonington

### Florida

Hildegard Russell, Junior-Senior  
High School, Key West

### Idaho

Barbara Rugg, Rural High School,  
Filer  
Carvel Matteson, High School,  
Jerome

### Illinois

Blanche Haefele, Community High  
School, Albion  
Veronica G. O'Neill, East High School,  
Aurora  
F. D. Manz, Township High School,  
Bridgeport  
Marie Curran Porcelli, Metropolitan  
Business College, Chicago  
Sister St. Mary of Zion, St. Louis  
Academy, Chicago  
Mary Parker, High School, Decatur  
Lillian Murray, Community High  
School, East Peoria  
Edna R. Hagie, Drummer Township  
High School, Gibson City  
Clara Dulsdieker, High School,  
Moline  
Glen I. Myers, Commercial High  
School, Monticello  
Yula Isley, High School, Naperville

### Indiana

Sarah M. Hall, High School, Logans-  
port

### Iowa

C. L. McDowell, High School, Afton  
Myrtle Gaffin, Iowa State Teachers'  
College, Cedar Falls  
Sister Mary Cecelia, Immaculate  
Conception Academy, Davenport  
Winnie Joyce, High School, Osceola  
Frances Ritzinger, High School, Rice-  
ville  
Bessie A. Young, West Waterloo  
High School, Waterloo

### Kansas

Opal E. McPhail, High School,  
Abilene  
Alta L. Haynes, Wyandotte High  
School, Kansas City  
Charles W. Pratt, High School,  
Leavenworth

### Maine

Dorothy R. Guptell, High School,  
Berwick  
Marion S. McKenney, High School,  
Brunswick

### Maryland

Mary F. Bailey, Buckingham High  
School, Berlin

### Massachusetts

Gertrude E. Clapp, Chandler Secre-  
tarial School, Boston  
Sister M. Aloysius, Precious Blood  
School, Holyoke  
Orton E. Beach and Ida L.  
Samuels, High School, Lowell

### Minnesota

Mary E. Jennisch, High School,  
Lanesboro  
Myrtle O. Larson, Minnesota College,  
Minneapolis  
Vista Jensen, High School, St. Paul  
Park

(Continued on page 248)

# CONVENTIONS

*Report of the*

## *National Commercial Teachers' Federation*

*Hotel Statler, Detroit, Michigan*

*December 27-29, 1928*

### *New Officers*

#### *Federation*

PRESIDENT: J. L. Holtsclaw, Supervising Principal of Commercial Education, and Principal, High School of Commerce, Detroit, Michigan

FIRST VICE-PRESIDENT: Paul Moser, President, Moser School, Chicago, Illinois

SECOND VICE-PRESIDENT: Mrs. J. F. Fish, Northwestern Business College, Chicago, Illinois

SECRETARY: C. M. Yoder, Director of Commercial Education, State Teachers College, Whitewater, Wisconsin

TREASURER: Chas. A. Faust, 1024 N. Robey Street, Chicago, Illinois

#### *Executive Committee*

J. L. Holtsclaw, Supervising Principal of Commercial Education, and Principal, High School of Commerce, Detroit, Michigan

C. T. Smith, President, Kansas City Business College, Kansas City, Missouri

Ivan E. Chapman, Principal, Western High School, Detroit, Michigan

H. M. Owen, President, Brown's Business College, Decatur, Illinois

### *Place of Next Meeting, Chicago*

**I**NASMUCH as a general report of the Federation meeting is published in the March issue of the *Gregg Writer*, this report will be devoted to the high points made by the speakers at the Department and Round Table Meetings. The Detroit meeting broke

all records for attendance, 546 of the 882 members enrolled being present. And this encourages the new officers to make a more vigorous campaign than ever for that 1000 goal for the 1929 convention. They look to us all for support. Let's give it to them!

## *Public Schools Department*

*Chairman, Lloyd Jones, Baldwin-Wallace College, Berea, Ohio*

### *New Officers Elected for 1929*

CHAIRMAN: William L. Moore, Principal, Longwood Commerce High School, Cleveland, Ohio

VICE-CHAIRMAN: Miss Elizabeth Smellage, Bryant Street High School, Dallas, Texas

SECRETARY: Miss Esther Debra, Ball Teachers' College, Muncie, Indiana

**T**HE keynote of this department this year was Elementary Business Training—Its Present Status, Its Recognition, Its Operation. The chairman was Mr. Lloyd Jones; vice-chairman, Mr. E. A. Zelliott, Roosevelt High School, Des Moines, Iowa; secretary, Miss Elizabeth Smellage, Sunset High School, Dallas, Texas.

The first subject was The Background of the Elementary Business Training Movement,

presented by Dr. Paul S. Lomax, of New York University. He said that it is fortunate there is a type of work fitted particularly for this purpose. Such an exploratory course arouses the interest of pupils who would otherwise drop out and never finish high school. However, it should not be given in a "ready-made" fashion, but should be adapted to meet the needs of the individual pupils. They should be taught leadership through the various activi-

ties. Such a course represents a saving of the pupils' time, as after finishing the elementary course they need no experimenting in the high school. Many schools make a mistake in offering work beyond the pupils' reach, through textbooks written for high schools.

All work should be along the development of the life of the community. Teaching should be in the terms of the things the pupils do.

### *Short Unit Courses*

Principal William L. Moore, of Longwood Commerce High School, Cleveland, Ohio, made one of the most interesting and practical talks of this session on the subject, Short Unit Courses in the Elementary Business Training Program. He contrasted the elementary business training course with the course in general science, both serving the same purpose in their respective departments. They both lay the foundation for future structures, both are exploratory, yet the information gleaned in either is not lost, even if the course is not followed in the high school.

There should be ample equipment, a real commercial laboratory. The work should be practical and thought-provoking. Enough practical work should be given that the pupil can apply for a position, keep a check book, handle ordinary business papers, use some of the simpler filing systems, when it is completed.

Education and information are not synonymous terms. Teaching is not progressing unless learning is taking place as a result.

### *What to Teach the Stenographic Students*

What Knowledge of Elementary Business Training is Valuable to a Stenographic Student? was handled ably by Miss Minnie E. Vavra, Cleveland High School, St. Louis, Missouri. Could it be known that the student will eventually become a stenographer, the elementary work could be better adapted to his needs. The work is the illuminating part of the commercial course—just as pictures illustrate the work to the beginner in the reading class, so should the elementary business student be given concrete illustrations to show him the practical nature of the course. There should be ample equipment to teach

the use of the leading office devices, the handling of all common business transactions. Neatness, politeness, business etiquette, personal efficiency, and many other things that have not been stressed so far come prominently into play. Typewriting and the mimeograph, filing, the proper use of the telephone, and many simple routine tasks that are not commonly done well will create an interest that will lead to valuable application later on.

### *Survey Charts Prepared by Mr. Malott*

Mr. J. O. Malott, specialist in Commercial Education, U. S. Bureau of Education, discussed The Present Status of Elementary Business Education, first distributing a series of mimeographed charts containing most valuable data which his research has developed. They are entitled:

Basic Data by States Pertaining to Commercial Education in the Junior and Senior High School.

Number of Junior High Schools in Various States Offering the Various Commercial Subjects.

Summary of Enrollment by States in the Various Commercial Subjects in the Junior High Schools.

Number of Clock Hours Devoted to Each of the Commercial Subjects in the Junior High School.

Who is Responsible for the Placement of Commercial Pupils not Continuing in School?

This information is concrete and invaluable and may be had from Mr. Malott. It would be impossible to give it and his elucidation in the small space available for this report here.

### *A Testing Program*

Mr. Paul A. Carlson, State Teachers College, Whitewater, Wisconsin, talked on A Testing Program in Elementary Business Training. Every step in the learner's progress should be carefully guarded, with the ultimate end in view. He should be encouraged to determine a definite objective and plan the work in that direction. The elementary course should not be designed to lead to a job, but rather to the completion of the course in high school; however, a series of tests should be written for guidance, that the student may have usable knowledge should he be compelled to stop school.

### *Preliminary to Bookkeeping*

What I Want My Bookkeeping Students to Know When They Come to My Classes,



**J. L. Holtsclaw**  
N.C.T.F. President for 1929



by Leslie M. Hazen, Shaw High School, East Cleveland, Ohio, was a difficult subject well handled. The modern exploratory course in the junior high school is a great help to those who contemplate bookkeeping. The use of machines and devices is valuable, clerical drills, study of vocations, acquisition of neatness and accuracy are valuable forerunners, as Bookkeeping has now become a summarizing of records instead of the art of the old-time high-stool bookkeeper.

The student should be able in high school to handle the technical phases of the work, all minor and less essential details having been taken care of already, in the junior high school.

### *Elementary Typewriting*

Mrs. Frances M. Butts, McKinley High School, Washington, D. C., gave a most scholarly address on the subject, Typewriting as One Development of Elementary Business Training. Typewriting is the most valuable unit in elementary business training, both as an accessory to the study of usable English and for laying the foundation for a clerical or stenographic career. Just a few years ago the commercial department in the high school was often decried; now every junior high school is teaching typewriting and elementary business training of various kinds, and this is usually the largest department in the school. It creates an interest unassailable, trains in mechanical skill, develops the learning process. No subject creates more interest or is more productive of results.

### *Cleveland Office Managers Coöperate*

The Office Managers of Cleveland Demand a General Course in the High Schools was the message of C. R. Metcalf, office manager of Oster Manufacturing Company, Cleveland, Ohio. Feeling the need of better office help, the office managers of that city invited the school officials to meet with them to discuss the matter. As a result, there was a definite understanding on both sides, the school officials furnished better equipment and teachers and made a stronger course than they might have done otherwise, and the psychology had a good effect upon the business man, as he felt that he had a part in the preparation of his

help. Occasional subsequent meetings were held—coöperation is always the keynote in the system.

One interesting thing demanded by the office managers is the cultivation of a pleasing voice, and resourcefulness. They also encourage excursions into the offices and frequent business shows, and the reading of professional magazines.

### *A General View of the Field*

The Present Status of Commercial Education, and the Need for Elementary Business Training was discussed by Earl W. Barnhart,

Federal Board for Vocational Education, Washington, D. C. The enrollment in commercial subjects is rapidly increasing in both junior and senior high schools. Commercial departments have a preponderance of girls, however, and it should be part of the program to encourage boys to enter this field. Many companies are forced to train their own help in order to get enough young men. The demand for college graduates increases, that there may be more promotion material. More attention should be paid to the education of those who cannot enter high school. The commercial occupations field is now widely diversified, which calls for

a diversified course in the commercial schools.

### *The Contract Plan of Assignment*

Mr. C. M. Yoder, State Teachers College, Whitewater, Wisconsin, explained the Opportunities for the Contract Plan of Assignment in the Elementary Business Training Courses. This is a new plan whereby the student is allowed to select his subjects. If he makes a certain grade in the basic subject, he may choose another; if the grade is satisfactory in this, he may select another, and so on. In other words, he is allowed to take what he can handle, and a premium is placed on high grades. The good student may carry more and get more for it. The poor student stands entirely on his merits, and reaps no benefits from the labor of the better class. This seems to be one of the most practical schemes of recent years, and is being applied in many places.

(Continued on page 267)



Claude M. Yoder  
N. C. T. F. Secretary for 1929

## 90 Per Cent Clubs—Season 1928-29

(Continued from page 244)

**Missouri**

Gladys Buehlman, High School,  
Joplin

**Montana**

Mrs. M. Zimmerman, High School,  
Chinook  
Artha Kittleson, Chouteau County  
High School, Fort Benton  
Vera Mae Bruegger, High School,  
Three Forks

**New Jersey**

Lula M. Wagermaker, Grover Cleve-  
land High School, Caldwell  
Sister Joseph Euchaua, Catholic In-  
stitute, Jersey City  
Johanna Bekker, Eastern Academy,  
Paterson

**New York**

Cora N. Pierce, High School, Am-  
sterdam

**North Dakota**

Muriel McCray, High School, Car-  
rington  
Mabel Hartje, High School, James-  
town  
Iva B. Bell, Walsh County Agri-  
cultural School, Park River

**Ohio**

Edith Cowles Campbell, Y. M. C. A.  
Business School, Cincinnati  
Sister Mary Cyrilla and Sister Sera-  
phine, Julianne High School, Day-  
ton  
Edith M. Jobling, High School,  
Lorain  
Musettie Dell Walcutt, High School,  
Mentor  
Edith M. Manor, Wells High School,  
Steubenville

**Oklahoma**

H. O. Horning, High School, Ramona  
Vira E. Cass, University Prep School,  
Tonkawa

**Pennsylvania**

Sister Joanne Marie, St. Lawrence  
School, Catasauqua  
Verlie I. High, High School, Clear-  
field  
Maud Tinsman, Churchman Business  
College, Easton  
Emily E. Suettman, High School,  
Greensburg  
Lalla M. Kilchenstein, Grove City  
College, Grove City  
Mary Myers, The Central Pennsyl-  
vania Business College, Harrisburg  
Irene L. Mitman, High School,  
Minersville  
Alice D. Lamb, Borough School, Mt.  
Carmel  
Evelyn A. Faust, The Taylor School,  
Philadelphia  
Elizabeth Johnson, Peabody High  
School, Pittsburgh  
Violet B. Steele, High School, Potts-  
town  
Mary C. Steltzer, High School,  
Ridgway  
Margaret C. Ray, High School, St.  
Clair  
Mae Lawman, Office Training School,  
Uniontown  
M. L. Herman, Williamsport Pickin-  
son Seminary, Williamsport

**Porto Rico**

Pearl Huber, High School, Mayaguez  
Ana Maria O'Neill, Central High  
School, Santurce  
Antonla Forteza, High School, Caguas

**Rhode Island**

Sister Mary Frances Alice, Notre  
Dame High School, Central Falls

**South Dakota**

Maxine Walters, Langford High School,  
Langford

**Texas**

Clarice Gardner, High School, East-  
land

**Vermont**

Lulu B. Sweeney, Brighton High  
School, Island Pond

**Virginia**

Dorothy McDaniel, Virginia Com-  
mercial College, Lynchburg

**Washington**

Gladys Gooch, the Kennewick Schools,  
Kennewick  
Ethel H. Wood, State College of  
Washington, Pullman  
Mildred Gibson, Highline High School,  
Seattle

**West Virginia**

L. J. Bennett, Washington Irving  
High School, Clarksburg  
Muriel Liston, Morgantown Commercial  
College, Morgantown  
May Hopkins, High School, Rich-  
wood

**Wisconsin**

Sister M. Abgekube, St. Mary's  
Springs Academy, Fond du Lac  
Evelyn Higgins, Kenosha College of  
Commerce, Kenosha  
Ruby A. Agnew, High School, Milton  
Junction  
Oscar E. Eggert and Hermine M.  
Eggert, Badger State College, Mil-  
waukee  
Irma L. Boettcher, Lutheran High  
School, Milwaukee  
Sister Mary Lumena, School Sisters  
of Notre Dame, Milwaukee  
Mary H. Waters, High School,  
Rhinelander  
Sister Mary Basil, St. Clara Academy,  
Sinsinawa  
Lora Greene, High School, Stoughton  
Mavis Marty, Union Free High  
School, Verona  
Mrs. Cassandra F. Thrasher, High  
School, Wausau  
Marie S. Benson, State Teachers'  
College, Whitewater

**Wyoming**

Nellie M. Convy, Natrona County  
High School, Casper

**SOUTHERN COMMERCIAL TEACHERS' ASSOCIATION**

Savannah, Georgia, April 12-13, 1929

Mark the above dates on your new calendar and be sure to attend this meeting. The gentle breezes from the Atlantic will be blowing, the gorgeous azaleas will be in bloom, and beautiful old Savannah will be at her best. A splendid program and a good time await you. Hotel De Soto will be headquarters.

E. L. LAYFIELD, Pres.  
Raleigh, N. C.

MRS. MARGARET B. MILLER, Sec'y  
Birmingham, Ala.

# Transcription— From the Business Man's Point of View

By Matthew A. Moosbrugger

National City Bank, New York City

(Summarized from an Address to the New York City Gregg Shorthand Teachers' Association)

ALL kinds of errors in business are costly, and those made by stenographers in mistranscribing their notes are among the most costly. I will say, however, that the cost is apt to be due to indirect causes. We all have heard stories, most of them somewhat vague, of how a misplaced period or semicolon cost a firm a large sum of money. This is usually fiction. Most of the letters in the large business offices are carefully checked by someone other than the stenographer, and it would be difficult indeed for a letter to be signed and mailed with a serious error in it. Stenographic errors are costly because of the time it takes to correct them, not only the stenographer's time but also the time of the dictator and, very often, of the official who signs the letter. To this must be added the cost of stationery "consumed" by the errors—the wasted letterheads, carbon copies, envelopes, etc. For these reasons any contribution that can be made by the teaching profession to eliminate errors is important and will be received by the business world with real satisfaction.

Although the type of young people sent into the business office during the past few years has greatly improved, I doubt very much if the schools will ever be able to supply experience. However, the business world wants experienced stenographers and secretaries, and it is toward that goal, unattainable though it may seem, that we must strive.

## Transcribing Not Mere "Reading"

With this in mind, let us consider the subject of errors in transcription. I think we may dismiss at once typographical errors and confine our discussion to actual mistakes in transcribing. In the first case, the remedy lies obviously in better typing, and better typewriting is achieved through systematic practice at the machine. In the second case, the answer to the problem must embrace a study of shorthand writing habits as well as of reading shorthand notes, and of how to coordinate these two phases of the art while the writer is operating the typewriter. And there's the rub! There is a vast difference between merely reading shorthand notes and actually transcribing them. The business man is in-

terested in the latter. He doesn't care what system of shorthand is employed or what make of typewriter is used; he isn't even interested in how fast his stenographer can write, so long as his dictation is taken and transcribed accurately. He is vitally interested in knowing how long it will take to transcribe the matter dictated—how long it will be before the finished product is laid before him. Therefore, it is the ability of the stenographer to keep the carriage moving swiftly and smoothly across the page while reading the shorthand notes that counts.

## Four Skills Involved

What is necessary to do this? Four things:

1. Shorthand speed, plus readable notes.
2. Typewriting speed, plus ability to read notes.
3. Knowledge of English.
4. Judgment.

Judgment is important. Judgment in business is doing the right thing at the right time. Something that is right at one time may be absolutely wrong at another. The stenographer must know when it is right to do a certain thing, and when it is wrong to do it. While teachers cannot supply brains, I do believe they can develop judgment. I may say parenthetically that I have found the "Secretarial Studies" series by Mr. SoRelle and Mr. Gregg excellent for this purpose. I refer especially to the test questions that are given throughout the books, in the solution of which judgment plays an important part. My only doubt here, however, is if the teachers are making as much use of this book as they ought to. Are they using it for dictation purposes? I certainly think they should.

## Start Transcribing Early in Course

So far as the other points of which I spoke are concerned, I know that teachers do develop in their students shorthand speed, ability to read notes, an understanding of the fundamentals of English, and typewriting speed. But the mere learning of these things alone will not of themselves supply the experience in practically correlating them which is so necessary for the stenographer.

Perhaps it would be well to start actual transcription very early in the course. Is it a mistake to begin the teaching of shorthand and typewriting simultaneously and wait until the student is able to write at a fair rate of speed on the machine before taking up transcription? May it not be preferable to begin the typewriting several months before shorthand is taught so that typewritten transcription can begin with the very first lesson in the Gregg Shorthand Manual?

### *Don't Give "Perfect" Dictation Only*

At teachers' conventions I have often heard it said that when they dictate to their speed class they do everything possible to "indicate repose." (Laughter) I remember one teacher saying that she always insisted upon absolute quiet, closed all the doors and windows, sat down herself, and dictated in a smooth, even voice, stopping accommodatingly at all commas and resting for quite a long time at all the periods, and at the conclusion of the dictation immediately sent her students out to transcribe. Sending students with this type of instruction into the business world is like putting hot-house plants into a forest where a great storm is raging. No doubt smooth, even dictation is necessary to develop speed in shorthand writing, but I insist emphatically that students should not go out into the business world with that sort of preparation only.

### *Simulate True Conditions*

We might ask ourselves, have we ever attempted to simulate actual business conditions in our classrooms? Do we ever stop to think just what those conditions are? I remember a teacher telling her students that in the morning a business man, with all of his incoming letters piled neatly before him, would send for his secretary, dictate his replies in a loud, clear voice, and the secretary would then go to her machine and transcribe, being left undisturbed until the letters were all written. When this was done, she would place the letters on her employer's desk and he would read and sign them. This is not a true picture at all, as I have found from practical experience. This is what usually happens:

### *What Really Happens*

A business man sends for his secretary and begins dictating his reply to an important letter. He is interrupted frequently by the ringing of his telephone bell, which is answered by his secretary. At the conclusion of the dictation he tells her to "pound it out immediately," and she returns to her desk. In about five minutes her buzzer rings frantically and when she reaches the boss's desk he has

a cablegram to reply to that must take precedence over the letter already dictated. This means that she must take the uncompleted letter from her machine, insert the cablegram blank, write her cablegram, and then reinsert the letter and continue where she had left off. This kind of thing continues all day.

Some of the letters she has to write may be to business friends and are dictated in an informal style, perhaps containing contractions—slang even—and the business man wants them to come back to him exactly as they were dictated. I have heard teachers tell students to be sure to correct their employer's mistakes in English. Just try to touch one of the boss's letters! (Laughter) Here, of course, is where judgment is necessary. Naturally, if in a long, involved sentence he dictates a singular verb where he should have used the plural he expects that it will be corrected by his stenographer. But he does not want his style altered. He knows the man to whom he is writing and he knows what he wants to say to him.

### *A "Business Laboratory" Course Needed*

Consideration of these phases of the problem of transcription leads to the conclusion that before a student is sent into the business world he should spend at least several weeks in what might be termed a "business laboratory" where actual business conditions are simulated as closely as possible.

Just what pedagogical technique this "laboratory" will require can best be determined by the teacher. Exercises should be established to develop each phase of the work, from the simplest operation to the most complicated, and *under varying conditions*. The students should be kept on the *qui vive*, ready to answer the call with notebook in hand, with pencils sharpened. Letterheads (all letters transcribed should be written on letterheads, there is absolutely no justification for the use of blank sheets of paper) and other materials should be arranged as a stenographer requires them. Erratic dictation, in contrast to the smooth, sleep-producing monotonous drone so often practised in classrooms, should be introduced. Interruptions in transcribing and the changing of assignments should form part of the exercises.

Here should be taught such details as the use of the eraser. Valuable stationery cannot be wasted because the stenographer does not know how to make a correction. In fact, all phases of the problems which the student will be up against in the experience of his first job should form part of the course.

I believe that in this imaginary department pictured here, the teacher should act as the employer and send for students one at a time,

(Continued on page 268)





## SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

A *UNIQUE* bulletin that will be of interest to our readers is published by the Bryant-Stratton College of Business Administration, Providence, Rhode Island. Its title is "Monthly Letter on Current Business Conditions." The size, 8 x 11 inches, is very convenient for filing for future reference. The type is large, and the general makeup is pleasing to the eye.

This college has realized that business economics cannot be wholly learned from textbooks. Each week's activity in finance, in production, and in consumption, brings information of importance that should be brought to the attention of the student of business. Bryant-Stratton College is to be complimented for keeping its students in close contact with actual business conditions and for giving them in such an interesting way a concise resumé of current business conditions.

A bulletin of this nature is one of the most practical projects that can be devised for senior classes in commerce. We shall be glad to receive copies of similar publications from other schools.

*THE* following announcement clipped from *The United States Daily* is of interest to all business educators:

Plans for holding the International Congress for Commercial Education at Amsterdam, Netherlands, beginning next September 2, under the auspices of the Dutch Ministries of Foreign Affairs, Commerce and Education, are rapidly going forward, according to a statement made public on December 20 by the Department of the Interior. The statement in full text follows:

A large attendance is expected at the International Congress for Commercial Education which will convene at Amsterdam, Netherlands, September 2 to 5, 1929. This Congress is under the patronage of the Dutch Ministers of Foreign Affairs, Commerce and Education. Preparations are rapidly proceeding.

According to information received by the Bureau of Education, a considerable number of important questions will be discussed at this meeting, as 15 years have elapsed since the previous congress. Leaders in education for business in this country are coöperating with the Bureau of Education in connection with the preliminary arrangements.

The Bureau invites the various commercial teacher associations to form committees for the

purpose of submitting lists of topics to be discussed and of proposing the speakers. Several prominent commercial educators in the United States have already indicated their intention of attending the Congress.

*SINCE* printing last month the program for the meeting of the Eastern Commercial Teachers' Association which is to be held at Philadelphia, March 28, 29, and 30 at the Benjamin Franklin Hotel, we have received further details supplying the names of the speakers missing at that time. The contribution "In Bookkeeping and Accounting" in the discussion of The Commercial Teacher in Course-of-Study Making (Private Business School Section) will be by Warren C. Lane, Becker College, Worcester, Massachusetts, and "In Penmanship," by M. C. Fisher, Fisher Business College, Boston. Dr. Franklin J. Keller, principal of the East Side Continuation School, New York City, will open the Continuation School program of the Junior and Senior High School Section with an address on Principles of Curriculum Making in Continuation Day and Evening Schools, and Miss Marguerite Maguire will contribute the discussion of Course-of-Study Making "In Stenography and Typewriting." The Psychology of Laughter is the title of Charles Milton Newcomb's "humorous-scientific" talk at the Banquet Thursday evening. Doesn't that sound appropriate!

The commercial teacher who has never attended one of these annual E. C. T. A. meetings has missed much that is inspirational and helpful. Such teachers are especially urged to attend. The Old-Timers we know will be there, as "once a member, always a member" seems to be the case in this large and flourishing organization.

The second Yearbook published by the Association will deal with the principles of curriculum making, which is the general topic to be considered at the convention. Like the first Yearbook, this is sure to be most influential in shaping commercial curricula in this country.

# Commercial Education—Bibliography

## A Selected List of References on Testing and Measuring

Issued by D. S.

United States Department of Interior, Bureau of Education

- Bachrach, William—THE USE OF TESTS IN STENOGRAPHY AND TYPEWRITING. "Journal of Educational Research," 14:318, November, 1926.
- Benge, E. J.—SIMPLE TESTS FOR SELECTING OFFICE WORKERS. "Industrial Management," 61:91-93, February 1, 1921.
- Bills, M. A.—A TEST FOR USE IN THE SELECTION OF STENOGRAPHERS. "Journal of Applied Psychology," 5:373-77, December, 1921.
- Bixler, H. H.—A TEN-MINUTE INTELLIGENCE TEST IN JUNIOR EMPLOYMENT OFFICES. "School and Society," 14:166-68, September 10, 1921.
- Carlson, Paul A.—BOOKKEEPING TESTS. A TEST PROGRAM IN BOOKKEEPING. "The Balance Sheet," 7:12-14, 21-23, September-October, 1925; 9-11, April, 1926.
- Carney, C. S.—SOME EXPERIMENTS WITH MENTAL TESTS AS AN AID IN THE SELECTION AND PLACEMENT OF CLERICAL WORKERS IN A LARGE FACTORY. In Sixth Annual Conference on Educational Measurements, Indiana University. Bloomington, Indiana University, Extension Division, 1919. p. 60-74. (Bulletin of Indiana University, Extension Division, Vol. 5, No. 1)
- Cody, Sherwin—COMMERCIAL TESTS AND HOW TO USE THEM. Yonkers-on-Hudson, N. Y.: World Book Company, 1919. 216p. 12°. (School efficiency monographs.)
- Courtis, Stuart A.—THE CONTRIBUTION OF MEASUREMENTS TO METHODS OF TEACHING. In Eighth Annual Conference on Educational Measurements, Indiana University. Bloomington, Indiana University, Extension Division, 1921. p. 5-11. (Bulletin of Indiana University, Extension Division, Vol. 6, No. 12.)
- Cowdery, K. M.—A STATISTICAL STUDY OF INTELLIGENCE AS A FACTOR IN VOCATIONAL PROGRESS. "Journal of Delinquency," 4:221-40, November, 1919.
- Crockett, Alexander C.—TESTING APPRENTICES FOR THE BURROUGHS ADDING MACHINE COMPANY. "Journal of Personnel Research," 5:259-66, November, 1926.
- Dearborn, W. S.—THE BENEFITS CONTRIBUTED TO CLASSROOM INSTRUCTION BY STANDARDIZED TESTS AND SCALES. In "Schoolmen's Week." Eighth Annual Proceedings, 1921. Philadelphia, University of Pennsylvania, 1921. p. 222-26. (University of Pennsylvania Bulletin, Vol. 21, No. 37.)
- Dobbins, William F.—CLERICAL TEST SCORES AND SCHOOLING. "Journal of Personnel Research," 5:83-96, July, 1926.
- Edwards, I. M.—STANDARDIZED TESTS IN STENOGRAPHY AND TYPEWRITING. "Chicago Schools Journal," 3:77-78, November, 1920.
- Freyd, Max—SELECTION OF TYPISTS AND STENOGRAPHERS: INFORMATION ON AVAILABLE TESTS. "Journal of Personnel Research," 5:490-510, April, 1927.
- Greenwood, G. W.—SIMPLE TESTS FOR OFFICE APPLICANTS. "Industrial Management," 57:377-78, May, 1919.
- Hoke, E. R.—THE MEASUREMENT OF ACHIEVEMENT IN SHORTHAND. Baltimore, Johns Hopkins University Press, 1922. 119p. 8°. (Johns Hopkins University Studies in Education, No. 6.)
- VITAL ERRORS IN THE SHEPARD-ZINMAN REPORT OF THE NEGATIVE CORRELATIONS ON THE HOKE PROGNOSTIC TESTS. "Journal of Commercial Education," 53:118-19, April, 1924.
- THE WHY AND HOW OF MEASUREMENTS IN SHORTHAND. "American Shorthand Teacher," 1:287-89, May, 1921.
- Hull, Clark L. and Limp, Charles E.—THE DIFFERENTIATION OF THE APTITUDES OF AN INDIVIDUAL BY MEANS OF TEST BATTERIES. "Journal of Educational Psychology," 16:73-88, February, 1925.
- Knight, F. B.—STUDIES IN SUPERVISION. "American Schoolboard Journal," 57:33-34, September, 1918.
- Kornhauser, A. W.—THE PSYCHOLOGY OF VOCATIONAL SELECTION. "Psychological Bulletin," 19:192-229, April, 1922.
- TESTS AND HIGH SCHOOL RECORDS AS INDICATORS OF SUCCESS IN AN UNDERGRADUATE SCHOOL OF BUSINESS. "Journal of Educational Research," 16:342-56, December, 1927. Tables.
- Kornhauser, A. W. and Kingsbury, F. A.—PSYCHOLOGICAL TESTS IN BUSINESS. Chicago, The University of Chicago Press, 1924. 194p. Tables, diagrs. 12°.
- Limp, Charles E.—THE USE OF THE REGRESSION EQUATION IN DETERMINING THE APTITUDES OF AN INDIVIDUAL. "Journal of Educational Psychology," 16:414-18, September, 1925.

# by of Tests and Measurements

## Commercial Education, and a List of the Tests in Use

Malott

of Education, Washington, D. C.

- Mead, C. D.—THE EFFECT OF EXEMPTING PUPILS PROFICIENT IN WRITING. "Journal of Educational Psychology," 10:219-28, April, 1919. (Discusses the use of handwriting scales.)
- O'Brien, J. A.—THE DEVELOPMENT OF SPEED IN SILENT READING. *In* National Society for the Study of Education Twentieth Yearbook, 1921. Part II. Bloomington, Ill., Public School Publishing Company, 1921. p. 54-76.
- Poffenberger, A. T.—THE SELECTION OF A SUCCESSFUL SECRETARY. "Journal of Applied Psychology," 6:156-60, June, 1922.
- Rogers, H. W.—SOME EMPIRICAL TESTS IN VOCATIONAL SELECTION. New York: G. E. Stechert and Company, 1922. 47p. 8". (Archives of Psychology, No. 49, Columbia University Contributions to Philosophy and Psychology, Vol. 27, No. 4).
- Rugg, H. O.—SELF-IMPROVEMENT OF TEACHING THROUGH SELF-RATING. A new scale for rating teachers' efficiency. "Elementary School Journal," 20:670-84, May, 1920.
- Shellow, Sadie Meyers—AN INTELLIGENCE TEST FOR STENOGRAPHERS. "Journal of Personnel Research," 5:306-8, December, 1926.
- Shepard, O. C.—THE APPLICATION OF HOKE'S PROGNOSTIC TEST OF STENOGRAPHIC ABILITY. "Journal of Commercial Education," 53:22-23, 29, January, 1924.
- Sunne, Dagny—TESTS OF DISCRIMINATION AND MULTIPLE CHOICE FOR VOCATIONAL DIAGNOSIS. "Psychological Bulletin," 16: 262-67, August, 1919.
- Thorndike, E. L.—TESTS FOR VOCATIONAL SELECTION. *In* Fifth Annual Conference on Educational Measurements, Indiana University. Bloomington, University of Indiana, Extension Division, 1918. p. 50-59. (Bulletin of University of Indiana, Extension Division, Vol. 4. No. 4, December, 1918).
- United States Bureau of Education—BIBLIOGRAPHY OF EDUCATIONAL AND PSYCHOLOGICAL TESTS AND MEASUREMENTS. Compiled by Margaret Doherty and Josephine MacLachy, under the direction of B. R. Buckingham. Washington: Government Printing Office, 1924. 233p. 8". (*Its* Bulletin, 1923, No. 55) A classified list of tests, including tests of subjects in commercial education.
- Vavra, Minnie A.—SUCCESS IN TYPEWRITING. "Journal of Educational Psychology," 16:487-92, October, 1925.
- Viteles, M. S.—JOB SPECIFICATIONS AND DIAGNOSTIC TESTS OF JOB COMPETENCY DESIGNED FOR THE AUDITORY DIVISION OF A STREET RAILWAY COMPANY. "Psychological Clinic," 14:83-105, May, June, 1922.
- TESTS IN INDUSTRY. "Journal of Applied Psychology," 5:57-63, March, 1921.
- Voegelien, A. H.—MAKING THE MOST OF THE MEASUREMENT TESTS IN BOOKKEEPING. "The Balance Sheet," 8:10-11, January, 1927. Table.
- Watts, Frank—THE CONSTRUCTION OF TESTS FOR THE DISCOVERY OF VOCATIONAL FITNESS. "Journal of Applied Psychology," 5:240-52, September, 1921.
- Yoakum, C. S.—BASIC EXPERIMENTS IN VOCATIONAL GUIDANCE. "Journal of Personnel Research," 1:18-34, May, 1922. (*Reprinted*)

### List of Tests Used in Commercial Education

- Ackerson, Luton—A CORRELATION ANALYSIS OF PROFICIENCY IN TYPING. "Archives of Psychology," New York, New York. No. 82, 1926.
- Allen, Merle D.—A BOOKKEEPING POSTING TEST. "The Balance Sheet," 8:12-13, February, 1927.
- American Management Association—TESTS FOR STENOGRAPHERS. American Management Association, 20 Vesey Street, New York, New York.
- Blackstone, E. G.—BLACKSTONE STENOGRAPHIC PROFICIENCY TESTS. World Book Company, Yonkers-on-Hudson, New York.
- Brewington, Hannah Elizabeth—PROGNOSTIC TEST IN TYPEWRITING. 1922. University of Chicago, School of Commerce, Chicago, Illinois.
- Bureau of Personnel Research—Test XIII, BUSINESS INFORMATION; Test XIV, MEETING OBJECTIONS. Carnegie Institute of Technology, Pittsburgh, Pennsylvania.
- Carlson, Paul A.—BOOKKEEPING TESTS. Southwestern Publishing Company, Cincinnati, Ohio.
- A TEST PROGRAM IN BOOKKEEPING. "The Balance Sheet," 7:12-13, September, 1925. (*Sample test is given*)
- Chapman, J. C.—TRADE TESTS. Henry Holt & Company, New York, New York. 1921. 435p.

- CLERICAL TEST K. Devised by E. J. Bengé. C. H. Stoelting Company, 3037 Carroll Avenue, Chicago, Illinois.
- EMPLOYMENT PSYCHOLOGY TESTS. Devised by H. C. Link. C. H. Stoelting Company, 3037 Carroll Avenue, Chicago, Illinois.
- Ginn and Company. BOOKKEEPING TESTS. Ginn and Company, Boston, Massachusetts.
- GRAPHIC RATING SCALE FOR TEACHERS. Devised by Max Freyd. C. H. Stoelting Company, 3037 Carroll Avenue, Chicago, Illinois.
- Gronert, Mary L.—A PROGNOSTIC TEST IN TYPEWRITING. "Journal of Educational Psychology." 16:182-85, March, 1925.
- Hoke, Elmer R.—PROGNOSTIC TESTS OF STENOGRAPHIC ABILITY. Gregg Publishing Company, New York, New York.
- Jefferson, H. M. and others—TRAINING OFFICE EMPLOYEES. American Management Association, New York, New York.
- Kenagy, H. G.—RATING SCALES FOR IMPROVING THE EFFICIENCY OF SALESMEN. American Management Association, New York, New York.
- KINNEY SCALE OF PROBLEMS IN COMMERCIAL ARITHMETIC. Tests A, Parts I and II; and B and C, Forms 1 and 2 of each. Public School Publishing Company, Bloomington, Illinois.
- Kitson, H. D.—A TYPEWRITING TEST FOR THE DETECTION OF APTITUDE FOR TYPEWRITING. Teachers College, Columbia University, New York, New York.
- Kornhauser, A. W. and Kingsbury, F. A.—PSYCHOLOGICAL TESTS IN BUSINESS. The University of Chicago Press, Chicago, Illinois, 1924.
- Long, N. Catherine—ONE HUNDRED TRUE-FALSE STATEMENTS FOR THE TYPEWRITING CLASS. "American Shorthand Teacher," 8:128-30, December, 1927.
- MEASURING SCALE FOR GREGG SHORTHAND, junior and senior years. Devised by Elmer R. Hoke. Gregg Publishing Company, Chicago, Illinois.
- MENTAL ALERTNESS TEST. For business. Scott Company, 761 Drexel Building, Philadelphia, Pennsylvania.
- Mitchell, John, and others—MEASURING OFFICE OUTPUT. American Management Association, New York, New York.
- MEASURING OFFICE OUTPUT. Progress report of the Committee, including set of forms. American Management Association, New York, New York.
- NATIONAL BUSINESS ABILITY TESTS. Standard English tests. Devised by Sherwin Cody. In his "Commercial Tests and How to Use Them." World Book Company, Yonkers-on-Hudson, New York.
- Nelson, Lenora M.—DIAGNOSTIC TESTS IN SHORTHAND THEORY. "American Shorthand Teacher," 8:96-98, November, 1927. (Gives the scale for Test I-10B, Completion Test-Shorthand; and Test II-Multiple choice, Shorthand.)
- OBERLIN VOCATIONAL GUIDANCE TESTS. Information, reasoning, rapid adaptation, speed and accuracy. Oberlin College, Oberlin, Ohio.
- O'Connor, Johnson—TESTS FOR CLERICAL EMPLOYEES. American Management Association, New York, New York.
- O'ROURKE'S SERIES OF VOCATIONAL GUIDANCE TESTS. Mechanical Aptitude Test. For junior grade. Devised by L. J. O'Rourke. United States Civil Service Commission, Washington, D. C.
- Peters, P. B. S.—COMMERCIAL LAW TESTS, No. 1-3. "The Balance Sheet," 7:19-23, 11-15, 18-22, February-April, 1926.
- PROGNOSTIC TESTS OF STENOGRAPHIC ABILITY. For Grades X, XI, and XII. Devised by Elmer R. Hoke. Gregg Publishing Company, Chicago, Illinois.
- ROGERS' STENOGRAPHIC AND TYPIST TEST. Devised by Margaret Jacques. C. H. Stoelting Company, 3037-47 Carroll Avenue, Chicago, Illinois.
- Rollinson, Ethel A.—DIAGNOSTIC SHORTHAND TESTS. Gregg Publishing Company, New York, New York.
- SERIES OF TESTS IN GREGG SHORTHAND, Tests CI-10, Vocabulary. Devised by Elmer R. Hoke. Gregg Publishing Company, New York, New York.
- Thurstone, L. L.—A STANDARDIZED TEST FOR OFFICE CLERKS. "Journal of Applied Psychology," 3:248-51, September, 1919.
- THURSTONE'S EMPLOYMENT TEST. Devised by L. L. Thurstone. World Book Company, Yonkers-on-Hudson, New York.
- THURSTONE'S GENERAL TECHNICAL TESTS. For secondary schools and colleges. Devised by L. L. Thurstone, Carnegie Institute of Technology, Pittsburgh, Pennsylvania.
- THURSTONE'S TYPIST TEST. Devised by L. L. Thurstone. World Book Company, Yonkers-on-Hudson, New York.
- THURSTONE'S VOCATIONAL GUIDANCE TESTS. Algebra, arithmetic, geometry, physics, and technical information. Devised by L. L. Thurstone. World Book Company, Yonkers-on-Hudson, New York.
- VOCABULARY TEST IN GREGG SHORTHAND. Devised by Elmer R. Hoke. Gregg Publishing Company, Chicago, Illinois.
- VOCATIONAL TESTS, IX, XI, XIII, XIV, AND INTEREST ANALYSIS. For high schools and colleges. Devised by the Bureau of Personnel Research, Carnegie Institute of Technology, Pittsburgh, Pennsylvania.



# EDITORIAL COMMENT

## ON SUNDRY TOPICS

### *Are We Fooling Ourselves?*

**T**HE time for the annual county and district shorthand contests is approaching and we are again forcibly reminded of the difficulty we have had in previous years in supplying dictation material that was simple enough for the contestants. Each year we have received several letters from teachers asking that we make the tests easier. Here is a sample letter—one that we received at the close of last year's contest, in which the dictation material had been prepared in simple form by a sympathetic and experienced shorthand teacher:

We liked your material very much. The subject matter was interesting and worth while, but we found it a little too difficult for our students. Won't you try to give us easier material next time?

Are we fooling ourselves by the use of a false standard in measuring the shorthand skill of our students? Why can we not use real, non-technical articles, such as are to be found in first-class current periodicals, for our solid-matter tests?

If our students cannot take from dictation an average unedited article at the speed required by our standard, of what practical value is the standard? Perhaps it would be wiser to stop feeding our students specially prepared food that they can easily digest—that has had removed from it all the hard kernels which test their knowledge and skill.

This academic substitute for the natural food, in the daily dictation as well as in the annual contests, may let our students in for a terrific "drubbing" later.

It is possible to lay too much emphasis on the value of artificial dictation that is 99.99% h.f.p. (high-frequency pure). It has been ascertained that a certain group of one thousand words is used more often than another group in the ordinary course of conversation, letter writing, and other forms of composition. Is it necessary, then, to compose artificial dictation to secure a natural frequency? Will not our students get sufficient dictation on the first

thousand words of high frequency from the general run of material? It would be interesting to test parallel classes in this respect. We hope some teachers will make the experiment.

But what about the second thousand and the third thousand and the fourth thousand words of high frequency? Would it not be advisable to let our students "chew" on a few of these words of lower frequency every day to keep them from becoming lazy writers of easy words?

Probably the safest standard for the teacher of shorthand to use in measuring the dictation skill of his students is the current vernacular of the business correspondent and the general vocabulary of the writer of the average article that may be selected at random from the columns of our best daily, weekly, or monthly publications.

The standard tests that the Gregg Publishing Company has prepared this year for use in local, district, and state contests have been selected and printed without editing from current business letters and articles of average difficulty. If the casualties should be a little higher than in previous years, would it not be better, instead of requesting easier material, to work on our teaching plans for next year and make a larger place in the daily lesson for the dictation of ungraded current material?

We urge an earnest consideration and discussion of the foregoing questions and suggestions. All pertinent contributions received will appear in a future issue of this magazine.

### *Confide In Your Students*

**VERY** little has been done to enlighten students on the trend of modern testing, the results of which may vitally affect their present and future status in the scheme of life. Some authorities have thought it wise to keep them in the dark with regard to the

meaning and purpose of the prognostic and the achievement tests. Others have been so busy developing tests and instructing the teachers how to give them that they have not had time to tell the students what it is all about.

Wild animals shy away from the unknown, no matter how beneficial may be the acquaintance. Young people are like wild animals in many ways. If they feel that some experiment which they cannot understand is being tried out on them for some purpose they know not what, they, too, shy away like the wild animals and adopt an unfriendly attitude toward the experiment. Their lack of understanding or lack of appreciation of the reason may easily defeat the purpose of the tests. If the factor of carelessness, or derision, or unfriendliness is present to any great extent in the testing, the conclusions drawn from the results are open to serious question. Perhaps the intelligent and sympathetic coöperation of the student himself in the testing is being undervalued and neglected.

## The Pen and Ink Club

APPARENTLY it is difficult to obtain 100 per cent results is anything. Many teachers have written us that "nearly all" their pupils do their shorthand work with pen and ink, but we have not had many "100 per centers" to record. Miss Mabel Morton, of the MacCormac School of Commerce, Chicago, Illinois, says: "My entire shorthand department is writing with pens. The majority are using Wahl Gregg Stenographic Fountain Pens and could not be persuaded to use any other pen or to go back to pencil writing."

Miss Nellie A. Ogle, of the State Normal College, Bowling Green, Ohio, must be a charter member of The Pen and Ink Club, because she writes us: "I notice that you are stressing the All-Pen-and-Ink Clubs. I have insisted that all practice work and class work be done in ink in all my classes for the past three years." It is significant that if a teacher has every pupil in any one class use pen and ink for every shorthand outline written for one entire school year that teacher will never again permit the use of pencil for stenographic work. That has been proven true again and again!

Miss Nancy Gertrude Snepp, of Steubenville, Ohio, asks if she is eligible for membership in The Pen and Ink Club, saying that she is "a teacher who has always advocated pen and ink, even though students have not used a fountain pen in some cases." Although, of course, we do not recommend the dip pen, for practical reasons, still Miss Snepp is hereby admitted to our Club, because a student trained with a dip pen will seldom forsake pen and ink after he goes into the business world. If, as is likely to be the case, he cannot use the dip pen in taking dictation in the office, the student will change to a fountain pen rather than a pencil.

Miss Gladys M. Bushway, of the High School, Greenfield, Massachusetts, writes that 100 per cent of her senior shorthand class use fountain pen. Naturally, we are glad to be able to say that many of the pupils in the classes of all these teachers use the Wahl Gregg Stenographic Fountain Pen.

We shall look forward to further entries in The Pen and Ink Club.

## Will You Help Us to Give You Better Service?

Some of our correspondents do not realize the desirability of excluding from their letters to *The American Shorthand Teacher* all matters pertaining to the business of The Gregg Publishing Company. Every day, among the thousands of tests and letters coming to us from all over the country, we find many items regarding orders of texts, remittances, and other matters of business that have to be referred to the Publishing Company. It is necessary for us to copy these items and send them to the proper branch office of the Publishing Company. This procedure causes considerable delay in serving you.

The delay will be obviated if you will refer such matters direct to the nearest office of the Publishing Company instead of including them in your correspondence to us.

THANK YOU

## Height of Typing Tables

FAULTY typewriter operating technique is not always due to inaccurate fingering. The mechanical condition of the typewriter plays an important part in turning out an accurate transcript. The height of the typing table also has a direct bearing on the mastery of typing skill.

Mrs. Esta Ross Stuart, author of "The Typist at Practice" and the "Stuart Objective Tests in Rational Typewriting," says that it is generally agreed among typing teachers of experience that the correct height of table for the average student is 29 inches. There should always be a few tables lower and a few tables higher than 29 inches to accommodate the very short and the very tall students, since it is not possible to adjust chairs in most of the schoolrooms.

It is the opinion of Mrs. Stuart and other expert typing teachers that the right procedure is to give the child the height of table which the teacher thinks would help him assume the correct position at the machine. It seems better to train him at a table that would bring the

(Continued on page 268)

**O. G. A. TEST COPY**

# Research Bulletin in Commercial Education

*Series Being Prepared by New York University*

**T**HE Department of Commercial Education of the New York University School of Education proposes to issue a series of bulletins in which significant research studies in commercial education that are being made at New York University will be reported. These bulletins will be issued with two purposes in mind: (1) To present conclusions of researches that should prove valuable to commercial teachers, supervisors, and administrators, and (2) To give examples of various types of research to aid and encourage further research.

## *Purpose of Bulletins*

The prime purpose will be to present outstanding contributions to the advancement of commercial education in as concise a manner as possible to teachers, supervisors, and administrators interested in this phase of education. Education, as a whole, and particularly commercial education has long been suffering from rule-of-thumb procedure. While it is realized that research is not a cure-all, or possibly even the most important path away from this condition, it certainly, if it is properly conducted, can do much to point the way to substantial improvement.

The secondary purpose of these bulletins will be to illustrate types of research in terms of data of particular interest to commercial teachers, supervisors, and administrators. It is believed that in this manner those in the field can better fit themselves to make a more critical evaluation of further studies as they appear both in these bulletins and elsewhere. The mere term "research" does not make the conclusions of a study valid. Indeed there would appear to be much work going on in commercial education under the term research which is particularly faulty. Blind acceptance of this work can often do much more harm than good. The ability to make careful judgment of research material will be of particular value when so much new work is being brought out, and no doubt will be increasingly produced.

In order to facilitate the analysis of forthcoming researches, a general outline of the way in which studies will be presented is being given in a preliminary bulletin, which may be secured by addressing the Research Bulletin in Commercial Education, New York University, School of Education, Washington Square East, New York City.

## *Teacher-Training Staff in Charge*

The publication of this bulletin will be under the direction of the commercial teacher-training staff of the Schools of Education, Commerce, and Retailing of the New York University, which consists of the following members:

- Paul S. Lomas, Ph.D.,* Professor of Commercial Education, and Chairman, Department of Commercial Education, School of Education.
- William C. Wallace, B.C.S.,* In charge of School of Commerce Methods Courses in Commercial Education, and Chairman, Department of Accounting and Commercial Law, George Washington High School, New York City.
- Herbert A. Tonne, Ph.D.,* Instructor in School of Education, and in Senior High School, New Rochelle, N. Y. Editor of New York University Research Bulletin in Commercial Education.
- Seth B. Carlin, Sc.B.,* Instructor in School of Education, and Principal, Packard Commercial School, New York City.
- Peter Myers Heiges, B.C.S.,* Instructor in School of Commerce, and in Central High School, Newark, New Jersey.
- Alexander S. Massell, A.B.,* Instructor in School of Education, and Principal, Central Commercial Continuation School, New York City.
- Edward J. McNamara, A.M., LL.D.,* Instructor in School of Education, and Principal, High School of Commerce, New York City.
- Gilbert John Raynor, A.B.,* Instructor in School of Commerce, and Principal, Alexander Hamilton High School, Brooklyn.
- Louis A. Rice, Sc.B.,* Instructor in School of Education, and Assistant in Secondary Education in charge of Commercial Education, New Jersey State Department of Public Instruction, Trenton, New Jersey.
- John V. Walsh, A.M.,* Instructor in School of Education, and Chairman, Department of Stenography and Typewriting, Morris High School, New York City.

Hey, diddle, diddle, the cat and the fiddle,  
The cow gave a test to the moon:  
"The little dog laughed—is that true or false?  
Can a dish run away with a spoon?"

—*Pennsylvania School Journal*, January 1929.



# DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

## *A Double-Dyed Deceiver*

From "Roads of Destiny" by O. Henry

Copyright, 1925, by Doubleday, Page & Company

Reprinted in shorthand by permission of the publishers

The trouble began in Laredo, in old Justo Valdo's gambling house. There was a poker game at which sat players<sup>20</sup> who were not all friends, as happens often where men ride in from afar to shoot Folly as she gallops.<sup>40</sup> There was a row over so small a matter as a pair of queens; and when the smoke had cleared<sup>60</sup> away it was found that the Kid had committed an indiscretion, and his adversary had been guilty of a blunder. For,<sup>80</sup> the unfortunate combatant, instead of being a Greaser, was a high-blooded youth from the cow ranches, of about the<sup>100</sup> Kid's own age and possessed of friends and champions. His blunder in missing the Kid's right ear only one sixteenth<sup>120</sup> of an inch when he pulled his gun did not lessen the indiscretion of the better marksman.

The Kid, not<sup>140</sup> being equipped with a retinue, nor bountifully supplied with personal admirers and supporters—on account of a rather umbrageous reputation,<sup>160</sup> even for the border—considered it not incompatible with his indisputable gameness to perform that judicious fractional act known as<sup>180</sup> "pulling his freight."

Quickly the avengers gathered and sought him. Three of them overtook him within a rod of the<sup>200</sup> station. The Kid turned and showed his teeth in that brilliant but mirthless smile that usually preceded his deeds of<sup>220</sup> insolence and violence, and his pursuers fell back without making it necessary for him even to reach for his weapon.<sup>240</sup>

But in this affair the Kid had not felt the grim thirst for encounter that usually urged him on to<sup>260</sup> battle. It had been purely a chance row, born of the cards and certain epithets impossible for a gentleman to<sup>280</sup> brook that had passed between the two. The Kid had rather liked the slim, haughty, brown-faced young chap whom<sup>300</sup> his bullet had cut off in the first pride of manhood. And now he wanted no more blood. He wanted<sup>320</sup> to get away and have a good long sleep somewhere in the sun on the mesquite grass with his handkerchief<sup>340</sup> over his face.

The Kid openly boarded the northbound passenger train that departed five minutes later. But at Webb, a<sup>360</sup> few miles out, where it was flagged to take on a traveler, he abandoned that manner of escape. There were<sup>380</sup> telegraph stations ahead; and the Kid looked

askance at electricity and steam. Saddle and spur were his rocks of safety.<sup>400</sup>

The man whom he had shot was a stranger to him. But the Kid knew that he was of the<sup>420</sup> Coralitos outfit from Hidalgo; and that the punchers from that ranch were more relentless and vengeful than Kentucky feudists when<sup>440</sup> wrong or harm was done to one of them. So, with the wisdom that has characterized many great fighters, the<sup>460</sup> Kid decided to pile up as many leagues as possible of chaparral and pear between himself and the retaliation of<sup>480</sup> the Coralitos bunch.

Near the station was a store; and near the store scattered among the mesquites and elms stood<sup>500</sup> the saddled horses of the customers. Most of them waited, half asleep, with sagging limbs and drooping heads. But one,<sup>520</sup> a long-legged roan with a curved neck, snorted and pawed the turf. Him the Kid mounted, gripped with his<sup>540</sup> knees, and slapped gently with the owner's own quirt.

If the slaying of the temerarious card-player had cast a<sup>560</sup> cloud over the Kid's standing as a good and true citizen, this last act of his veiled his figure in<sup>580</sup> the darkest shadows of disrepute. On the Rio Grande border if you take a man's life you sometimes take trash;<sup>600</sup> but if you take his horse, you take a thing the loss of which renders him poor, indeed, and which<sup>620</sup> enriches you not—if you are caught. For the Kid there was no turning back now.

With the springing roan<sup>640</sup> under him he felt little care or uneasiness. After a five-mile gallop he drew in to the plainsman's jogging trot,<sup>660</sup> and rode northeastward toward the Nueces River bottoms. He knew the country well—its most tortuous and obscure trails through<sup>680</sup> the great wilderness of brush and pear, and its camps and lonesome ranches where one might find safe entertainment. Always<sup>700</sup> he bore to the east; for the Kid had never seen the ocean, and he had a fancy to lay<sup>720</sup> his hand upon the mane of the great Gulf, the gamesome colt of the greater waters.

So after three days<sup>740</sup> he stood on the shore at Corpus Christi, and looked out across the gentle ripples of a quiet sea.

Captain<sup>760</sup> Boone, of the schooner Flyaway stood near his skiff, which one of his crew was guarding in the surf. When<sup>780</sup> ready to sail he had discovered that one of the necessities of life, in the parallelogrammatic shape of plug tobacco<sup>800</sup> had been forgotten. A sailor had been dispatched for the missing cargo. Meanwhile the captain paced the sands, chewing profanely<sup>820</sup> at his pocket store.

A slim, wiry youth in high-heeled boots came down to the water's edge. His face<sup>840</sup> was boyish, but with a premature severity that hinted at a man's experiences. His complexion was naturally dark; and the<sup>860</sup> sun and wind of an outdoor life had burned it to a coffee-brown. His hair was as black and<sup>880</sup> straight as an Indian's; his face had not yet been upturned to the humiliation of a razor; his eyes were<sup>900</sup> a cold and steady blue; he carried his left arm somewhat away from his body, for pearl-handled .45s<sup>920</sup> are frowned upon by town marshals, and are a little bulky when packed in the left armhole of one's vest.<sup>940</sup> He looked beyond Captain Boone at the Gulf with the impersonal and expressionless dignity of a Chinese Emperor.

"Thinkin' of<sup>960</sup> buyin' that 'ar gulf, buddy?" asked the captain, made sarcastic by his narrow escape from the tobaccoless voyage.

"Why, no,"<sup>980</sup> said the Kid gently, "I reckon not. I never saw it before. I was just looking at it. Not thinkin'<sup>1000</sup> of selling it, are you?"

"Not this trip," said the captain. "I'll send it to you C. O. D. when<sup>1020</sup> I get back to Buena Tierras. Here comes that capstan-footed lubber with the chewin'. I ought to've weighed anchor<sup>1040</sup> an hour ago."

"Is that your ship out there?" asked the Kid.

"Why, yes," answered the captain, "if you<sup>1060</sup> want to call a schooner a ship, and I don't mind lyin'. But you better say Miller and Gonzales owners,<sup>1080</sup> and ordinary plain old Samuel K. Boone, skipper."

"Where are you going to?" asked the refugee.

"Buena Tierras, coast of<sup>1100</sup> South America. Cargo—lumber, corrugated iron, and machetes."

"What kind of a country is it?" asked the Kid—"hot or<sup>1120</sup> cold?"

"Warmish, buddy," said the captain. "But a regular Paradise Lost for elegance of scenery. Ye're wakened every morning by<sup>1140</sup> the sweet singin' of red birds with seven purple tails and the sighin' of breezes in the posies and roses.<sup>1160</sup> And the inhabitants never work for they can reach out and pick steamer baskets of the choicest hothouse fruit without<sup>1180</sup> gettin' out of bed. And there's no Sunday and no ice and no rent and no troubles and no use<sup>1200</sup> and no nothin'. It's a great country for a man to go to sleep with, and wait for some-<sup>1220</sup>thin' to turn up. The bananys and oranges and hurricanes and pineapples that ye eat comes from there."

"That sounds to me!"<sup>1240</sup> said the Kid, at last betraying interest. "What'll the expressage be to take me out there with you?"

"Twenty-four<sup>1260</sup> dollars," said Captain Boone; "grub and transportation. Second cabin. I haven't got a first cabin."

"You've got my company," said<sup>1280</sup> the Kid, pulling out a buckskin bag.

With three hundred dollars he had gone to Laredo for his regular "blowout."<sup>1300</sup> The duel in Valdos had cut short his season of hilarity, but it had left him with nearly \$200<sup>1320</sup> for aid in the flight that it had made necessary.

"All right, buddy," said the captain. "I hope your<sup>1340</sup> ma won't blame me for this little

childish escapade of yours." He beckoned to one of the boat's crew. "Let<sup>1360</sup> Sanchez lift you out to the skiff so you won't get your feet wet."

Thacker, the United States consul at<sup>1380</sup> Buena Tierras, looked up from his hammock at the sound of a slight cough, and saw the Kid standing in<sup>1400</sup> the door of the Consulate. "Don't disturb yourself," said the Kid easily. "I just dropped in. They told me it<sup>1420</sup> was customary to light at your camp before starting in to round up the town. I just came in on<sup>1440</sup> a ship from Texas."

"Glad to see you Mr. ———," said the consul.

The Kid laughed.

"Sprague Dalton. It sounds funny<sup>1460</sup> to me to hear it. I'm called the Llano Kid in the Rio Grande country."

"I'm Thacker," said the consul.<sup>1480</sup> "Take that cane-bottom chair. Now if you've come to invest, you want somebody to advise you. These dingies will<sup>1500</sup> cheat you out of the gold in your teeth, if you don't understand their ways. Try a cigar?"

"Much obliged,"<sup>1520</sup> said the Kid, "but if it wasn't for my corn shucks and the little bag in my back pocket I<sup>1540</sup> couldn't live a minute." He took out his "makings," and rolled a cigarette.

"They speak Spanish here," said the consul.<sup>1560</sup> "You'll need an interpreter. If there's anything I can do, why, I'd be delighted. If you're buying fruit lands or<sup>1580</sup> looking for a concession of any sort, you'll want somebody who knows the ropes to look out for you."

"I<sup>1600</sup> speak Spanish," said the Kid, "about nine times better than I do English. Everybody speaks it on the range where<sup>1620</sup> I come from. And I'm not in the market for anything."

"You speak Spanish?" said Thacker, thoughtfully. He regarded the<sup>1640</sup> Kid absorbedly.

"You look like a Spaniard, too," he continued. "And you're from Texas. And you can't be more than<sup>1660</sup> twenty or twenty-one. I wonder if you've got any nerve."

"You got a deal of some kind to put<sup>1680</sup> through?" asked the Texan, with unexpected shrewdness.

"Are you open to a proposition?" said Thacker.

"What's the use to deny<sup>1700</sup> it?" said the Kid. "I got into a little gun frolic down in Laredo and plugged a white man. And<sup>1720</sup> I come down to your parrot-and-monkey range just for to smell the morning-glories and marigolds. Now, do<sup>1740</sup> you *sabe*?"

Thacker got up and closed the door.

"Let me see your hand," he said.

He took the Kid's<sup>1760</sup> left hand and examined the back of it closely.

"I can do it," he said excitedly. "Your flesh is as<sup>1780</sup> hard as wood and as healthy as a baby's. It will heal in a week."

"If it's a fist fight<sup>1800</sup> you want to back me for," said the Kid, "don't put your money up yet. Make it gun work, and<sup>1820</sup> I'll keep you company. But no bare-handed scrapping, like ladies at a tea-party, for me."

"It's easier than<sup>1840</sup> that," said Thacker. "Just step here, will you?"

Through the window he pointed to a two-story white stuccoed house<sup>1860</sup> with wide galleries rising amid the deep-green tropical foliage on a wooded hill that sloped gently from the sea.<sup>1880</sup>

"In that house," said Thacker, "a fine old Castilian gentleman and his wife are yearning to gather you into their<sup>1800</sup> arms and fill your pockets with money. Old Santos Urique lives there. He owns half the gold mines in the<sup>1920</sup> country.

"You haven't been eating loco weed, have you?" asked the Kid.

"Sit down again," said Thacker, "and I'll tell<sup>1940</sup> you. Twelve years ago they lost a kid. No, he didn't die—although most of 'em here do from drinking<sup>1900</sup> the surface water. He was a wild little devil, even if he wasn't but eight years old. Everybody knows about<sup>1980</sup> that. Some Americans who were through here prospecting for gold had letters to Señor Urique, and the boy was a<sup>2000</sup> favorite with them. They filled his head with big stories about the States; and about a month after they left,<sup>2020</sup> the Kid disappeared, too. He was supposed to have stowed himself away among the banana bunches on a fruit steamer,<sup>2040</sup> and gone to New Orleans. He was seen once afterward in Texas, it was thought, but they never heard anything<sup>2080</sup> more of him. Old Urique has spent thousands of dollars having him looked for. The madam was broken up worst<sup>2080</sup> of all. The kid was her life. She wears mourning yet. But they say she believes he'll come back to<sup>2100</sup> her some day, and never gives up hope. On the back of the boy's left hand was tattooed a flying<sup>2120</sup> eagle carrying a spear in his claws. That's old Urique's coat of arms or something that he inherited in Spain."<sup>2140</sup>

The Kid raised his left hand slowly and gazed at it curiously. (2152)

(To be continued next month)

## Lesson Nine

### Sentences

I thoroughly believe that every official of our organization should keep copies of all our publications in his office. I<sup>40</sup> shall be glad to have you arrange immediately for advertising space in all the newspapers of our city. Please let<sup>40</sup> me have duplicate copies of all the correspondence covering the deliveries in question. In accordance with our usual custom you<sup>60</sup> must acknowledge all orders the day they are received. It will oblige me greatly if you can see your way<sup>80</sup> clear to carry the mortgage on my house for one more year. I regret to state that I am not<sup>100</sup> fully satisfied with either the quantity or quality of the work of our girls. I shall consider it a favor<sup>120</sup> if you will let me have a copy of the correspondence for my files. I shall get in tomorrow's mail<sup>140</sup> a report covering the advantages of direct deliveries by motor truck. All industries throughout this territory greatly improved business during<sup>160</sup> the month of May.

I have not yet received a reply to my letter asking you to send me a<sup>180</sup> list of your stock certificates. (185)

## Lesson Ten

### Words

Wherewith, render, fifteen per cent, remarked, outdid, silver, cylinder, few cents, respector, outcry, lecture, slender, twelve o'clock, stranger, outsider, total,<sup>20</sup> obstinate, several thousand pounds, educators, outlook, atmosphere, catalog, convenient, carrier, after dinner, arithmetic, necessity, elaborate, eighteen gallons, catastrophe, signal, Saturday,<sup>40</sup> former, twenty-five hundred dollars, humiliate, hemisphere, determined, synopsis, ambition, lighter, sulphur, reluctant, together. (54)

### Sentences

Please send us your freight bill, indicating thereon the missing goods and we will present your claim to the railroad<sup>20</sup> company. We find according to our records that you are not entitled to a discount of five per cent on<sup>40</sup> your bill of October 15. Our agent will call on you on Thursday, December 15, or thereabouts. Our policy is<sup>60</sup> to render our customers every consideration possible in their dealings with this firm. I attribute his splendid success to his<sup>80</sup> thorough knowledge of financial matters. We can quote you a price of \$4.40 per hundred in one<sup>100</sup> thousand pound lots. (103)

## Lesson Eleven

### Words

To oblige, he had, from house to house, let us know, to remember, may be done, out of stock, let<sup>20</sup> me know, can be done, many of them, at an early day, as wide as, line of business, in such<sup>40</sup> a way, as plain as, we hope to receive, length of time, as rough as, I do not consider, I<sup>60</sup> desire to be, glad to find, as broad as, safe to say, wish to send, if you had been able,<sup>80</sup> early remarks, in answer to your letter, ought to be able, might have been, many days ago, in respect to<sup>100</sup> that, one of the most, we do not know, six months ago, if it isn't, he should have been able,<sup>120</sup> mile after mile, more and more, back and forth. (129)

### Sentences

In reply to your letter of October 10, I am sorry to report that we shall not be able to<sup>20</sup> fill your order before the end of the month. Time after time your attention has been called to the matter<sup>40</sup> of your account. We shall appreciate hearing from you in regard to the matter as soon as convenient. We ask<sup>60</sup> for the courtesy of an immediate reply to this letter. If you so indicate we shall be glad to place<sup>80</sup> your name on our mailing list. We assure you we want to be of service to you and we hope<sup>100</sup> you will call upon us at any time. We regret that we cannot cancel the



## Get A Better Position

Use our expert service. We are in contact with thousands of schools, while you may reach only a few. Leading private schools, public schools, state normals, and more than half of the State Universities have selected our candidates. Don't miss the choice openings. Write for registration blank.

### SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, *President*

Shubert-Rialto Bldg., St. Louis, Mo.

## Oregon to Michigan

She enrolled with us from a little town in Oregon late last April, an excellent candidate; but, although we recommended her for several high-class places, the "breaks" did not come our way until the other day, when she was taken for one of the Detroit high schools on our recommendation. Another enrolled with us November 1, from Indiana, and she, too, has been taken for Detroit. Sometimes results come slowly; sometimes, swiftly—but they usually come! May we help you?

### THE NATIONAL COMMERCIAL TEACHERS' AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.

---

Larcom Avenue, Beverly, Mass.



charge for parts which amounts<sup>120</sup> to 90 cents. We acknowledge the receipt of your letter of February 15 in regard to our bill. (138)

## Lesson Twelve

### Words

Designed, sponges, slushy, carved, strangest, mixture, avenue, disarranged, reproduced, circles, corners, typists, texture, crockery, misnomer, speedway, hideous, clutches, disorderly, broiled,<sup>20</sup> premature, advisedly, admission, pursued, garnish, exhibits, revolt, molestation, reflex, aboard, combinations, earliest, unequal, equally, renewal, fatal, fatally, refusal, campaigns, mileage,<sup>40</sup> furious, axiom, vintage, bunches. (44)

### Sentences

We regret the serious blunder made by our driver in delivering your package to 150 Front Street. We<sup>20</sup> are eager to secure skilled workers to assist us in our rapidly growing business in this state. The error was<sup>40</sup> due to an omission in the revision of our latest pamphlet. We must insist that your failure to receive your<sup>60</sup> baggage as promised was due to incorrect information by the person giving the order. It is quite evident that we<sup>80</sup> cannot be held responsible for the damage to your purchase of October 23. (94)

## What Am I?

From "Ravelings"

I am the foundation of all business. I am the fount of all prosperity. I am the parent of all<sup>20</sup> genius.

I am the salt that gives life its flavor. I have laid the foundation of every fortune in America.<sup>40</sup>

I must be loved before I can bestow my greatest blessings and achieve my greatest ends. Loved, I make life<sup>60</sup> sweet and purposeful and fruitful.

I can do more to advance youth than his parents, be they ever so rich.<sup>80</sup> Fools hate me; wise men love me. I am represented in every loaf of bread that comes from the oven,<sup>100</sup> in every train that crosses the continent, in every newspaper that comes from the press.

I am the Mother of<sup>120</sup> Democracy. All progress springs from me.

Who am I? What am I?

I AM WORK! (135)

## On the Average

From "Cannery Notes"

Consider the word "average."

The story is related of the stranger crossing a stream who was told that it was<sup>20</sup> four feet deep on the average. So it was, but where he stepped in it was twelve feet deep, and<sup>40</sup> he was drowned. No word is more thoroughly

abused than "average," especially by writers who strive to give a scientific<sup>60</sup> turn to their badly-digested conclusions.

This writer regrets that he has been guilty of some abuse of the word;<sup>80</sup> he has been roundly criticized; hence this comment.

No average man exists. Average intelligence cannot be defined.

It might be<sup>100</sup> said that the average intelligence of the officers of the Napoleonic army was low, yet the statement would mean nothing.<sup>120</sup> There was one Napoleon. His brain power was sufficient to offset the shortcomings of two thousand idiotic lieutenants, yet if<sup>140</sup> Napoleon's brain were mixed with the brains of two thousand stupid petty officers, the "average" mind might be something less<sup>160</sup> than that of a moron.

Again, it might be said that the average wealth of one hundred men gathered in<sup>180</sup> a room was ten million dollars. Yet ninety-nine of the men might be penniless if one of the men<sup>200</sup> happened to be John D. Rockefeller who is popularly supposed to be a billionaire.

The statement is frequently made that<sup>220</sup> the average length of life has been increased twenty-five years. The assumption might be that whereas men formerly died<sup>240</sup> at fifty, they now live to seventy-five. The fact is that an amazing number of babies formerly died within<sup>260</sup> a year of their birth. Medical science, through improved technique and knowledge of children's diseases, has reduced the death rate<sup>280</sup> of the very young. More of us now reach maturity, but after fifty the death rate is about the same<sup>300</sup> as ever.

I once heard the boast made that a certain company paid average salaries of \$11,000 to<sup>320</sup> its executives, of whom there were ten. I later learned that the salary of the president was \$75,000.<sup>340</sup> That didn't leave much for the other nine.

College classes hold reunions twenty years after graduation, and out of<sup>360</sup> curiosity someone suggests that they ascertain the average annual income of the members. The Associated Press then prints a story<sup>380</sup> that the average income of the members of that class is \$7,000. The joke is that the actual<sup>400</sup> incomes of eighteen men out of the twenty do not exceed \$3,500 each. One has an<sup>420</sup> income of \$20,000; and another, of \$55,000. The "average" is \$7,000; twice the<sup>440</sup> actual incomes of 90 per cent of the members.

Rightly used, "average" is an excellent and useful word, just as<sup>460</sup> the term "law of averages" has its proper place in the language. As used by shallow thinkers, however, they lead<sup>480</sup> to erratic conclusions. (483)



A man's first care should be to avoid the reproaches of his own heart; his next, to escape the censures<sup>500</sup> of the world. If the latter interferes with the former, it ought to be entirely neglected; but otherwise there cannot<sup>40</sup> be a greater satisfaction to an honest mind than to see those approbations which it gives itself seconded by the<sup>60</sup> applauses of the public.—Joseph Addison. (66)

## Business Correspondence

### Letters to Consumers

(From Gardner's "Constructive Dictation," pages 184 and 169, letters 30 and 7)

Mr. E. A. Wild  
Geneseo, N. Y.

Dear Sir:

No two men are alike.

You have individual requirements in dress.<sup>20</sup> You want clothing that will add to your appearance and not detract from it. Here is where tailoring skill comes<sup>40</sup> in.

The designing in our shops is under the personal direction of a member of the firm who devotes all<sup>60</sup> his time and energy to this work. He has an enviable reputation for producing clothing of rare distinction.

Making—not<sup>80</sup> selling—clothing is our business. If a garment is made right, it sells itself. If we make you one suit,<sup>100</sup> you are sure to come to us when you want another.

If you desire to have the best there is,<sup>120</sup> come in to see us.

Yours very truly, (128)

Mrs. Arthur Cobb  
2308 Wells St.  
Passaic, N. J.

Dear Madam:

By parcel post you will receive<sup>20</sup> a sample of Purina Whole Wheat Flour sufficient to try one of the recipes given in the enclosed folder.

The<sup>40</sup> entire family will enjoy and benefit from the bread muffins and biscuits made from Purina Whole Wheat Flour because of<sup>60</sup> its delightful flavor and healthfulness. And in addition you will be helping in a substantial way to conserve the wheat<sup>80</sup> supply for more of the wheat is used than in milling white flour.

Your name was given us by the<sup>100</sup> grocer who is mentioned on the bottom of this letter with a request that we mail you a sample.

Yours<sup>120</sup> very truly, (122)

## Men Who Helped Themselves

By John Blake

President Harding, who called the Washington Conference, began life as a poor boy, and paid for his education by hard<sup>20</sup> work.

Secretary Hughes, another important figure at the same conference, was the son of a poorly-paid minister. He contributed<sup>40</sup> largely to his own education by tutoring and school teaching.

Of all the leading characters in the conference only Balfour<sup>60</sup> had the advantage of high birth and powerful backing.

And Balfour's success is the more remarkable because of these. For,<sup>80</sup> if he had chosen, he could have led a life of leisure, with no exertion on his part.

Here are<sup>100</sup> men from all nations of the world, engaged in its most important work, and nearly every one of them self-<sup>120</sup> made.

There is still talk of influence, and pull, and money backing. There is still an almost general belief that<sup>140</sup> the man who is helped is more certain to get along than the man who has to help himself.

Yet,<sup>160</sup> at one of the critical periods of the history of the world, we find that the history-makers made themselves<sup>180</sup> before they began to make history.

It is needless to draw a moral.

The men who sat about the table<sup>200</sup> at Washington are examples for every young man in the world.

What they have done can be done again provided<sup>220</sup> those who choose to do it have the gift of brains, without which nobody can do anything really worth doing<sup>240</sup> or rise in the least above his fellows. (248)

—Glasgow Daily Record

Some things that come to those who wait are terribly shop worn!(12)

## Key to January O. G. A. Test

Rye is a town where the streets rise so steep that a pedestrian upon the hill is always short of<sup>20</sup> breath, where houses have leaded windows on the sidewalk with glimpses inside of pewter and brass candlesticks, of generous fireplaces<sup>40</sup> and the smoky beams of ancient hospitality. Often there is a step or so down to their front doors, as<sup>60</sup> if in curiosity the street had acquired the habit of standing up on tiptoe with nose pressed against the glass<sup>80</sup> for a better view of these friendly rooms.

It is a crowded town. No house is large. They sit close,<sup>100</sup> with cramped elbows against their neighbors. No street is wider than the necessity of a lazy traffic. The sidewalk of<sup>120</sup> the high street may hold two persons side by side, but on lesser streets if two companions walk together one<sup>140</sup> of them must straddle the gutter or go behind. (149)—Charles S. Brooks

Those who watch the clock at twenty are watchmen at sixty.(11)

## The Adventures of a Kernel of Wheat

Reprinted in shorthand by permission of the Hecker-Jones-Jewell Milling Company, Millers of Hecker's Flour, New York City and Buffalo

(Continued from the February issue)

Licensed experts inspect and grade every car-load. Samples from each car are analyzed and classified<sup>80</sup> according to variety, weight, moisture content, strength (protein or gluten content) and other milling qualities. The contents of a given<sup>90</sup> car are then stored with other wheat of identical quality.

As a sufficient quantity of a given grade is<sup>920</sup> accumulated, wheat from that particular

lot is offered to mills. The mill in turn submits it to exhaustive tests, which<sup>940</sup> are supplemented by the expert opinions of the wheat buyer and the practical miller who is responsible for making the<sup>960</sup> flour.

The mills buy the desirable wheat and it resumes its travels.

Wheat from Oklahoma, Kansas, Nebraska, etc., goes by<sup>980</sup> rail to Chicago and then by lake steamers to Buffalo. Wheat from Montana, Minnesota, and the Dakotas goes by rail<sup>1000</sup> to Duluth and thence via the Great Lakes to Buffalo.

These lake steamers carry from 2,000 to 4,000<sup>1020</sup> carloads (200,000 to 400,000 bushels). They tie up alongside grain elevators in Buffalo, hatches are removed,<sup>1040</sup> a "marine leg" is lowered into the hold, and the wheat unloaded in a few hours.

This "marine leg" consists<sup>1060</sup> of a great endless belt which moves over broad rimmed wheels, which wheels are at the top and bottom of<sup>1080</sup> the "leg." Buckets, with one flat side for fastening, are riveted to the belt at intervals. All of this is<sup>1100</sup> enclosed in sheet iron, forming literally a moveable shaft. As the lower end of the "marine leg" is pushed into<sup>1120</sup> a load of wheat and the belt revolves, the buckets on the belt pick up the wheat and carry it<sup>1140</sup> to the top of the "leg" and as each bucket goes over the top pulley of the "leg" it empties<sup>1160</sup> its contents of wheat onto another horizontally moving endless broad belt which carries it into the elevator building.

Moving<sup>1180</sup> the wheat out of the elevator buildings is a simple operation. The wheat is poured out through large metal spouts<sup>1200</sup> into cars or canal boats and shipped to the mills' own elevators, where it is unloaded by a "marine leg"<sup>1220</sup> in the same manner mentioned heretofore, and stored in the mill elevator awaiting actual milling process.

From earliest times man<sup>1240</sup> has crushed or ground certain grains to be made into foods.

The oldest method of grinding grain was to crush<sup>1260</sup> it between two stones, one slightly cupped to hold the grain, the other slightly convex to crush it. These were<sup>1280</sup> known as "saddle stones."

Later came the "mortar and pestle," in which grain was pounded to a more or less<sup>1300</sup> fine dust. Still later came the Roman quern which, in turn, developed into the French Buhr Stones used in the<sup>1320</sup> grist mills of our forefathers.

These forefathers had to send to the mill frequently, as their flour would not keep<sup>1340</sup> very long. One of the boys went on horseback with a bag of wheat. The miller took the wheat and<sup>1360</sup> gave it hasty inspection, perhaps throwing out some dirt and straw. Then, taking a few shovelful as pay for the<sup>1380</sup> grinding, he poured the wheat into the hopper and ground it.

To him wheat was wheat, and flour was flour.<sup>1400</sup> It did not occur to him that the quality of flour depended upon many things besides the fineness to which<sup>1420</sup> it was ground. In the first place he gave little care to cleaning the wheat. Many foreign seeds, dirt, dust<sup>1440</sup> and disease-bearing impurities, as well as the irritating fuzz at the end of each grain, were

all ground up<sup>1460</sup> together as fine as possible with one grinding. The finest particles, after being sifted out, were called flour.

Much of<sup>1480</sup> the best part of the wheat remained unbroken and was sifted out with the coarsest grindings, which were called bran,<sup>1500</sup> and given to live stock for feed.

How different is modern milling! What care is taken to insure an absolutely<sup>1520</sup> pure product—a product so good that perfect bakings are assured—every time!

As each new shipment of wheat arrives<sup>1540</sup> at the mill, a sample of it is sent to the laboratory, where chemists make exhaustive tests to determine the<sup>1560</sup> exact character and quality. The results of these tests not only tell the quality of the wheat, but indicate the<sup>1580</sup> storage space it is to be allotted, so it will match up with the wheat already stored there.

As the<sup>1600</sup> wheat is brought into the mill, automatic scales weigh it and keep accurate record of every pound received. It then<sup>1620</sup> goes to a "receiving separator" which removes foreign materials which may have become mixed with the wheat. This device is<sup>1640</sup> a mechanically oscillated metal screen operating much as a man shakes a small screen for sifting sand. The wheat falls<sup>1660</sup> through small holes in the screen; foreign material slides off the end and is discarded.

From the "receiving separator" an<sup>1680</sup> endless wide belt, capable of carrying 10,000 bushels (10 carloads) per hour, moves along, carrying the wheat to its<sup>1700</sup> respective storage bin. This belt runs above all of the storage bins so that in order to divert the flow<sup>1720</sup> of wheat carried on the belt into its proper bin, an automatic "tripper" is employed. This "tripper" consists of a<sup>1740</sup> wide thin piece of metal, which is placed across the moving belt at such an angle that when the belt<sup>1760</sup> brings the wheat against it, it is dammed up and spills into the bin where it belongs.

The Hecker Mill<sup>1780</sup> has forty such bins, each eight stories high and capable of storing 12,000 bushels. This tremendous total (about half<sup>1800</sup> a million bushels) is barely enough to provide for ten days' requirements—so enormous is the grinding capacity of these<sup>1820</sup> great mills!

Each bin is carefully marked to show the exact character of wheat in it. This is vitally necessary.<sup>1840</sup> Modern milling blends different varieties of wheat in exact proportions, to produce a flour combining all the elements necessary to<sup>1860</sup> satisfy the most particular kitchen needs.

At this point the wheat starts on its real adventure—a dizzy affair! Up<sup>1880</sup> and down, round and round it goes; dropping great distances through enclosed chutes, then up again in elevators, shuttling here<sup>1900</sup> and there on conveyors—always adding some new experience to its varied career.

First it goes to a "milling separator,"<sup>1920</sup> much like the receiving separator previously described, but with a finer screen which excludes more foreign matter. Then to a<sup>1940</sup> device which removes oats exclusively. After that to a "disc separator" which eliminates small weed-seeds of various sorts. By<sup>1960</sup> this

time the wheat is associating wholly with its own kind, but is not yet clean! (1976)

(To be concluded next month)

## 280-Words-a-Minute Championship Testimony

(Concluded from the February Issue)

Q You would not require<sup>1040</sup> direct evidence as necessary to a conviction?

A Not altogether, no.

Q But circumstantial evidence would convince you?

A I<sup>1060</sup> would want some evidence that would convince me particularly of the guilt.

Q And if it convinced you to a<sup>1080</sup> moral certainty you would act upon it here as a juror, would you?

A If I was fully convinced, yes,<sup>1100</sup> sir.

Q Were you ever called as a witness before?

A No, sir.

Q If accepted in this case you<sup>1120</sup> would not permit anyone to talk to you about it while it was in progress? A No, sir.

Q. You<sup>1140</sup> understand that would not be proper? A Oh, yes.

Q Do you know any of the counsel on the other<sup>1160</sup> side? A I know this gentleman.

Q You mean Mr. Smith? A Yes.

Q Is that an intimate acquaintance?

A<sup>1180</sup> Well, I suppose you would call it that.

Q Have you known him for some years?

A Yes, he has<sup>1200</sup> done some legal work for me.

Q In what sort of a case?

A It was not a case in<sup>1220</sup> court. It involved a real estate deal.

Q Had he to do with some property you were buying or selling?<sup>1240</sup>

A The first time I consulted him was about leasing my store.

Q When was the next time?

A Well,<sup>1260</sup> I don't recall the date, if that is what you mean.

Q No, what did you consult him about?

A<sup>1280</sup> About some abstracts.

Q Did he examine some abstracts for you?

A Yes.

Q I assume your relations with him<sup>1300</sup> were entirely satisfactory?

A As far as I am concerned they were.

Q He has never represented you in a<sup>1320</sup> lawsuit, as I understand you?

A Well, those were not lawsuits.

Q Have you consulted him recently?

A Not since<sup>1340</sup> I have been in the present business.

Q And of course not since he has occupied his present position? A<sup>1360</sup> No.

Q You know he is my opponent in this case? A Yes.

Q Would the fact that Mr. Smith<sup>1380</sup> has represented you on several occasions embarrass you in this case? A Not a particle.

Q My clients are entitled<sup>1400</sup> to a fair—(1403)

[This test ended here—five minutes' dictation.]

## Short Stories in Shorthand

### Empty

"Hi, there, sir," shouted a Florida landlord to a departing guest who was rushing for the train, "you've dropped your<sup>20</sup> pocketbook."

"All right," shouted back the guest, "I have no further use for it. (34)

### Nicely Put

Lady: Now that you have had a good dinner, are you equal to the task of sawing some wood?"

Tramp:<sup>20</sup> Madam, equal is not the proper word. I am superior to it. (32)

### How True

Marjorie: And Alice learned to speak French in two weeks! I can't understand it.

Maud: I'll bet the French people<sup>20</sup> can't understand it either. (24)

### Time Enough

Farmer: When is the next train north?

Station Agent: In an hour.

Farmer: When is the next train south?

Station<sup>20</sup> Agent: About fifty minutes.

Farmer: All right, Mehitable, we can get across the tracks. (34)

### Personally Conducted

Molly came home from her first visit to Sunday School carrying a small bag of candy.

"Why, Molly, where did<sup>20</sup> you get the candy?" asked her mother.

Molly looked up in surprise.

"I bought it with the nickel you gave<sup>40</sup> me," she said. "The minister met me at the door and got me in for nothing." (56)

### All by Himself

An old man walking across the street, fell into a hole.

As he was trying to get out a boy<sup>20</sup> ran up to him and said: "Hay, mister! I forgot to tell you about that hole."

"That's all right, son,"<sup>40</sup> said the man. "I found it." (46)

Every man is a dispenser of justice; but there is one wrong he is not bound to punish—that of<sup>20</sup> which he is himself the victim. Such a wrong is to be healed, not avenged.—Amiel. (36)

Tact is a tonic for an employer's grouch. (8)

Our greatest glory is, not in never falling, but in rising every time we fall.—Confucius. (16)



## Report of the National Commercial Teachers' Federation Convention

(Continued from page 247)

### Private Schools Department

S. J. Shook, Topeka Business College, Topeka, Kansas, Chairman

New Officers Elected for 1929

CHAIRMAN: J. Murray Hill, Bowling Green Business University, Bowling Green, Kentucky

VICE-CHAIRMAN: F. C. Williams, President, Ashtabula Business College, Ashtabula, Ohio

SECRETARY: Miss Anna G. Durbin, Brown's Business College, Decatur, Illinois

THE two sessions of the Private Schools Department embraced full discussion of promotional activity, organization, ideals, and testing. The discussion on the promotional aspect was presented by Dean W. Geer, president of Dean W. Geer Company, Oshkosh, Wisconsin, his subject being Building Prestige and Profits for the Private Commercial Schools.

The success of this building program depends upon a definite premise, according to Mr. Geer. Nothing more important can be done than to assess the value of every phase of the enterprise, thus recognizing that successful operation is not the result of a single factor. Attractive copy in advertising, intelligent follow-up by letter and person, instructional efficiency, participation in community affairs—these and other phases claim mature thought and deliberation, with appropriate action. The enterprise, no less than with an individual, goes forward in proportion to its tendencies toward rendering an ever-increasing service.

#### *"Separating the Sheep from the Goats"*

This was the title of a talk by Mr. Paul Moser, Moser School, Chicago, who made an eloquent plea for higher standards on the part of commercial school graduates. Mr. Moser contends that no growing organization can exist without increasing its demands. Purchasing activities are marked by a demand for more favorable prices. Articles of merchandise must stand a greater test, produce greater satisfaction. The office personnel must make greater returns to the management in terms of efficient service. The fact is, incoming employees must know more and be more skillful and adaptable than ever before.

The private school adjusting itself to these evolutionary tendencies is guaranteed increasing prosperity. Indifference will cause the private school to become static and eventually

be like the chaff "which high rents driveth away."

#### *New Ideas and Ideals*

Mr. J. L. Harman, president of Bowling Green Business University, Bowling Green, Kentucky, spoke on New Ideas and Ideals in Business. Mr. Harman believes that ideas should be living, tangible things. An idea not developed means unrealized power. Whether within or without private school enterprise, men will do well to take inventory of their undeveloped ideas, with a view to making greater contributions to society and, in general, the work of the world.

It was also pointed out that character training and ideals are very interestingly related. At this juncture the speaker cited public men whose work has reflected great credit on the business world. Such minds, it was indicated, are developed upon the solid rock of character. To impress upon the youth enrolled in our schools the thought that ideals are the guide posts to worthy achievement is to provide a heritage which will place business on the high plane it should be.

#### *Bookkeeping Tests*

A Test Program in Bookkeeping in Private Schools, by Mr. Paul A. Carlson, State Teachers College, Whitewater, Wisconsin, proved a most fitting climax to the session. A test program brings improvement in the general teaching plan, said Mr. Carlson. He believes that a plan of testing sets up ideals in teaching and learning which increase the sum total of results, for "If we teachers of commercial subjects have an interest in a test program in commercial education, it is because we believe that our chief responsibility as teachers is to find out where each individual pupil really is, why he is where he is, and then seek to determine just what we can do for him to make him a better member of society."

[Reports of the Round Table Sessions will be given in the April issue.]

## Editorial Comment

(Concluded from page 256)

best results and form the best habits, although he may have to use a different height desk later, than it is to train him at a table so low that he never is able to assume the best position during his period of training.

## A Straight Hit

THE *Indiana Daily Student*, the official publication of the Indiana University recently carried the following signed editorial of the president of the University on the front page of the paper:

### FROM THE PRESIDENT

"You Must Have Spent Years on Shorthand."  
"No, I Learned It in Six Weeks."

I find these words at the head of a three-quarter page illustrated advertisement in the last number of a high-class journal of national circulation. Among the sentences backing up the claim is this: "One boy I know who studied.....took court reporting at the rate of 106 words a minute after only 15 hours of study."

No expert stenographer and no man of affairs who uses expert stenographic service will believe these statements without compelling evidence which is here wholly wanting. I submit that the journal which sells its space and its prestige to these advertisers for a large price owes it to its great body of readers to ascertain with certainty the truth or falsity of the claims made.

If the claims made are false, who are misled? Who pay?

Ignorant young girls.

Who gets the young girl's money?

The quack advertisers and the highly respectable journal divide the money.

—William Lowe Bryan.

Mr. Bryan evidently has no illusions on the subject. He must know shorthand and know how futile it is to expect any such accomplishments as are described in the advertisement in question.

## An Appropriate Suggestion

WE culled the following from the November issue of *The School Magazine*, which is designated "A Clearance House for the Various Departments of the Buffalo School System." It is timely and appropriate.

### SECOND-YEAR SHORTHAND

GRACE L. AVERY, *Fosdick-Masten Park High School*

In our second-year Shorthand we try to have all work done in accordance with regular office procedure. This term the classes have been held in the typewriting rooms, so that as soon as the dictation is given, the letters may be transcribed. Our aim is to have pupils

take dictation at from 80 to 100 words a minute and from the notes to type a mailable letter—correctly spelled and punctuated, free from typing errors, well placed on paper.

It has been said that an employer has no interest in a stenographer's notebook—his only concern is for an accurate transcript. While this may be true in some instances it is not true in all. In some offices where there are a number of stenographers one may be asked to transcribe notes written by any of the others. This procedure, we are told, has greatly expedited business. In case of a stenographer's being called away or needed in other work, and in any other emergency, there is no delay. In offices where this method is used a test is given to every applicant. If he cannot write legible shorthand and read well-written notes he is automatically disqualified.

This term, each pupil has done much reading of the notes written by other members of the class. At first this was a most painful process, but it has gradually become easier, until now everyone reads from any other notebook almost as easily as from his own. It has resulted in writing conforming to the principles of Gregg Shorthand and notes more accurately written.

## Teacher Winners of Gregg Writer Credentials

### O. G. A. Certificates

Sister Mary of the Sacred Heart, Commercial Academy of Jesus and Mary, El Paso, Texas  
Marion J. Denman, Elwood High School, Elwood, Nebraska  
Sister M. Fridian, St. Jerome's School, Baltimore, Maryland  
Ansel Clark, Drake College, Perth Amboy, New Jersey  
Jessie Arnold, Gregg School, Chicago, Illinois

### Superior Merit

John Streck, Sacred Heart School, Elizabeth, New Jersey  
Edith Peterson, Reed-Custer Township High School, Braidwood, Illinois

## Transcription—Business Man's View

(Concluded from page 250)

dictate a letter, then send for another, and repeat the operation for all those attendant in the class. When the first student has half-finished the letter, he or she should be sent for again and given a telegram, cablegram, or perhaps another letter—and so this should continue all day. This "finishing" class should not be just a forty-five minute period. Business does not work in forty-five minute periods! It should be a whole day affair. . . .

### Result—Better Prepared Students

With the elimination of transcription errors, business will be served and stenographers will be of more value. With a closer unity throughout the course and the establishment of such a secretarial training course as I have suggested, boys and girls will be better fitted to assume the responsibilities of their calling.

# REDUCED RATES

## on term-end subscriptions

March } April }  
 April } or May } only 25 cents  
 May } June }

**I**N ORDER to coöperate with teachers we are making this offer for three-month subscriptions to finish out the term. Very often the last few months of the school year are the very hardest for the teacher—there are so many outside activities in full swing by that time. If your students are not already subscribers, this is the most opportune time to introduce the *Gregg Writer* to them.

The renewal of interest caused by the use of the *Gregg Writer* during the closing months of the school year will be a real aid in grooming your pupils for the examinations, and the helpful material included in these issues will be exactly what you need for the final review.

To enable us to make this offer we shall have to ask:

1. That the remittance be sent with order in every case.
2. That the magazines be sent in bulk to one address.
3. That the orders be for one of the two combinations given here. It is only in this way that we can handle such orders at so low a rate.

{ We reserve the right to return orders }  
 { reaching us after our supply of maga- }  
 { zines is exhausted. Order NOW. }

The Gregg Writer,  
 16 West 47 Street,  
 New York, N. Y.

I enclose \$.....for which please send me

.....Gregg Writers for March, April, May

.....Gregg Writers for April, May, June

Name .....

School .....Street .....

City .....State .....

# Writing Tools

Good tools are a help to even the most expert worker. The less expert the worker the greater his need for the best of tools. The proper kind of fountain pen is of the greatest possible assistance to every shorthand writer whether in the classroom or in the courtroom.

*The Gregg Writer* has designed a fountain pen which is ideally suited for the writing of Gregg Shorthand.

This Gregg Writer Stenographic Fountain Pen is used and endorsed by two World's Champion Shorthand Writers—Martin J. Dupraw and Albert Schneider.

The price is \$3.50 each. If four or more are ordered and paid for at the one time a discount of 20% may be deducted from the remittance. These pens are made in but one size, style, and color, as described below. Every pen carries our unconditional, money-back guarantee.

-----Order Must Be Accompanied by Remittance-----

THE GREGG WRITER, 16 West 47 Street, New York, N. Y.

I am enclosing \$....., for which please send me ..... Wahl Gregg Writer Stenographic Pens (at \$3.50 each), which you guarantee to be the same as that recommended by two World's Champion Shorthand Writers. This pen is to have a rosewood finish, 14K gold nib, a gold roller clip, a gold filler lever, and the Gregg Emblem in two colors of enamel on the cap. If I am not entirely satisfied with this pen after using it for one week, I may return it and you will refund my money.

Name..... Street.....

City..... State.....

.....

(Also please give us any further details of the address which should appear on the package in addition to the above information, such as a school name, or the number of an apartment.)